Resources in Education (RIE). Volume 23, Number 2.

Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 88
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $63.75 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 285 981 CE 048 169

Junior High Business Education. Arkansas Public School Course Content
  Guide.

Arkansas State Dept. of Education, Little Rock.

PUB DATE- 87
NOTE- 21p.; For related documents, see CE 048 166-171.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
  Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Business Education; Business Communication; *Business Education; Business Skills; Clerical Occupations; Computer Oriented Programs; Course Content; Equipment; Grade 9; Grade 10; Junior High Schools; *Keyboarding (Data Entry); Minimum Competencies; *Office Occupations Education; Secondary Education; Shorthand; Skill Analysis; Skill Development; State Curriculum Guides; *State Standards; Typewriting; Vocational Education
IDENTIFIERS- *Arkansas

This course content guide was developed in accordance with the Standards for Accreditation of Public Schools adopted by the Arkansas State Board of Education. The guide is offered as a framework upon which a curriculum can be built. Within the subject area and at each grade level, the content guide identifies skills at three instructional levels: basic, developmental, and extensions. The basic skills are those skills that all students must master and upon which the minimum performance test items are based. Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing, and problem-solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels. This junior high business education guide offers skills sequenced for grades 9 and 10. The guide lists skills for the following four courses: exploratory business (keyboarding, computer applications, business communications, telecommunications, business machines and reprographics, Social Security, taxes, payroll, banking, shorthand, speedwriting, filing, entrepreneurship, parliamentary procedure, self-image, and accounting); introduction to business (economics,

economic role of business, computers, current opportunities, money management, banking, credit, savings and investments, insurance, government and labor); practical arts (keyboarding, computer applications, business machines and reprographics); and typewriting I (keyboarding and basic and advanced formatting skills). (KC)

ED 285 994 CE 048 254

Single Parents/Displaced Homemakers: Balancing Family Living, Education and Employment. Final Report from 7/01/86 to 6/30/87.

Jackson County Adult Education Center, Marianna, FL.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 27p.; Project No. DVE 320-15170-7-3D06.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Programs; *Career Education; Career Guidance; *Displaced Homemakers; *Employment Potential; High School Equivalency Programs; *Job Skills; Job Training; *One Parent Family; Vocational Education; *Womens Education; Young Adults

The goal of the single parent/homemaker project was to integrate participants into society as competent members of a comfortable and self-supporting family unit. The targeted population consisted largely of younger single parents and/or homemakers (primarily female) who lacked education and skills to function effectively as contributing citizens. A counselor conducted over 100 initial interviews; 21 participants were enrolled in the program. All were in need of tutorial services to bring them to an educational level required for satisfactory job placement. During their participation, each student either earned high school credits or raised his or her literacy level in adult basic education. Students gained in career knowledge and employability skills through individual personal counseling, small group discussion, class activities in the vocational classes, use of multimedia materials (with an emphasis on current information), workbooks, and interest surveys. They also gained an insight into their own personalities and ways of coping with life situations. Particularly useful were resource people from local industry, the employment service, and two area vocational-technical schools. A significant outcome was the increased awareness of educational and employment possibilities in this group. (Appended materials, comprising half the document, include forms, curriculum framework for the courses, and resource listing.) (YLB)

ED 286 008 CE 048 291

Making the Connection. The Adult Education Movement and the 4th Unesco Conference.

International Council for Adult Education, Toronto (Ontario).

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ISBN-0-919971-10-5
PUB DATE- 86
NOTE- 38p.
AVAILABLE FROM- International Council for Adult Education, 720 Bathurst Street, Suite 500, Toronto, Ontario, Canada M5S 2R4 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Adult Education; Adult Programs; *Agency Role; *Educational Objectives; *Foreign Countries; Literacy Education; *Private Agencies
IDENTIFIERS- *UNESCO

These eight papers highlight implications of the 1985 Unesco Conference for adult educators involved with nongovernmental organizations (NGOs). The papers were prepared as a contribution to the discussion and follow-up of the conference proceedings. "Unesco Conference Poses New Expectations for the Adult Education Movement and ICAE (International Council for Adult Education)" (Paul Belanger) discusses two categories of implications--support for Unesco programs and new expectations for adult education. "Educate the Politicians; Politicize the Educators" (Margaret Gayfer) focuses on the sharper recognition of the value of NGOs in the development and provision of adult education and two interconnected implications: the use of NGOs as an umbrella term for the wide variety of such groups and the lack of critique and discussion of the complementary role of NGOs. "Non-Governmental Adult Education Organizations: An Overview Perspective" (Chris Duke) provides an overview of where NGOs have come from and where they appear to be heading. "Some Practical Points for NGOs" (Therese Shak) presents implications for NGOs from the point of view of practicality in the areas of aims and policies; special needs of groups; formal and nonformal sectors; program and technology; methods, means, and techniques; training of personnel; resources; coordination and cooperation; development, research, planning, and evaluation; and literacy. "New Trends and Developments" (Arthur Stock) addresses some tendencies in the process of educating adults, such as the increasing importance of adult education, the importance of NGOs, literacy as a universal necessity, and international and regional cooperation. "Questions of Goals for Adult Education" (Ana Krajnc) considers three general tendencies: to narrow the function of adult education to only economic goals, to reduce the financial resources for adult education, and to make education more "elitist." "The Role of Government in Literacy" (David Macharia) compares government programs with NGO programs. "Implications for North Americans" (John Niemi) considers the implications of the withdrawal of the United States from Unesco and the role of Canada. A "Declaration on the Right to Learn" is attached. (YLB)

ED 286 020 CE 048 303

Behrens, Ruth A.
Reducing Smoking at the Workplace. WBGH Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- Oct 85
NOTE- 37p.; For related documents, see CE 048 292-305.
AVAILABLE FROM- Prevention Leadership Forum, Washington Business Group on Health, 229 1/2 Pennsylvania Avenue, SE, Washington, DC 20003 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Corporate Education; Cost Effectiveness; *Employee Assistance Programs; Employer Employee Relationship; *Health Programs; *Personnel Policy; *Physical Fitness; Policy Formation; *Smoking; *Well Being
IDENTIFIERS- *Wellness Programs

Company policies and programs aimed at reducing smoking among employees have a number of other important benefits to employees and the company alike. Limiting or banning smoking helps create a safe and healthy workplace and may reduce direct health care costs, health and life insurance costs, employee absenteeism, costs associated with maintaining facilities and equipment, and the risk of fires. There is an increasing body of court cases and legal opinions indicating that employees have a common law right to a smoke-free work environment, that employers must accept some responsibility for discomfort and illness caused to employees by smoke in the workplace, and that employers are within their legal rights in banning smoking in the workplace and hiring only nonsmokers. Smoking policies can vary widely from company to company. Generally speaking, however, smoking policies generally have one or more of the following purposes: to protect equipment or property, to comply with laws or regulations, to ban smoking in specific areas, to ban smoking except in designated areas, to ban smoking entirely throughout an organization, or to preclude the hiring of smokers. (This report includes case studies of five companies with different types of smoking policies and two companies with successful smoking cessation programs, a list of 15 incentives that companies have offered employees to stop smoking, descriptions of six such incentive programs, and a region-by-region list of companies with various smoking policies.) (MN)

ED 286 034 CE 048 336

Ashworth, Pat; And Others
Nursing Care. Summary of a European Study. A Study of People's Needs for Nursing Care and of the Planning, Implementation and Evaluation of Care Provided by Nurses in Two Selected Groups of People in the European Region.
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
REPORT NO.- ISBN-92-890-1040-1
PUB DATE- 87
NOTE- 84p.; Summary of the WHO report "People's Needs for Nursing Care."
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Computer Oriented Programs; Foreign Countries; *Individual Needs; Medical Research; *Medical Services; *Nursing; Nursing Education; *Planning
IDENTIFIERS- Europe

A study which was the collaborative effort of 23 centers in 11 countries and which was carried out between 1976 and 1985, identified and described the needs of persons for nursing care and the objectives, nursing interventions, and outcomes related to those needs. The study involved three phases which covered two programming cycles in WHO and two crucial developments, the Alma-Ata Declaration and the acceptance by the WHO European Region of the regional targets in support of regional strategy for health for all by the year 2000. It also established a database for the two sample groups: 707 elderly men and women aged 65 years and older and a surgical group of 447 men and women between the ages of 15 and 65. The study demonstrated that reporting agreed upon between the nurse and the person is a viable and productive way of assessing health status and carrying out care. It also demonstrated that it is possible to identify the priority the nurse gives for action. Written objectives of care for the patients/clients could be established through the use of a standard nursing care plan and the objectives could be coded and computerized for analysis.

Planned interventions could be recorded in writing, coded, and computerized by means of the standard nursing care plan. The categories of nursing interventions undertaken needed further study to enable relationships between planning and resource allocation to be investigated. The interventions identified appeared to be appropriate for both groups. Furthermore, the needs identified enhanced the validity of the nursing care plan as they were consistent with the diagnosis on admission. The scores achieved in the evaluation section of the nursing care plan during the training phase indicated that further preparation of nurses is required. (YLB)

ED 286 048   CE 048 364

Job Training Partnership Act. Summer Youth Programs Increase Emphasis on Education. Briefing Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, United States Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-87-101BR
PUB DATE- Jun 87
NOTE- 61p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies--free; additional copies--$2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Compliance (Legal); Disadvantaged Youth; *Employment Programs; Federal Legislation; *Federal Programs; Federal Regulation; *Job Training; Program Attitudes; Program Implementation; Remedial Instruction; *Remedial Programs; *Summer Programs; Work Experience Programs; Young Adults
IDENTIFIERS- *Job Training Partnership Act 1982; *Service Delivery Areas

The Summer Youth Employment and Training Programs funded by the Job Training Partnership Act were reviewed to determine how the various service delivery areas (SDAs) planned to assess and improve the reading and mathematics skills of participants. Telephone interviews with program officials at 200 randomly selected SDAs found that local school districts were the primary sources of advice in developing 1987 remediation plans for 41 percent of the SDAs and provided some assistance to 72 percent of them. SDAs cited a wide range of factors as their biggest problem in developing remediating plans, such as uncertainty about funding and difficulty in obtaining school records. The SDAs planned to use school records as well as tests that they administered to assess youths' reading and mathematics skills. However, almost one-third of the SDAs planned to provide remediation only to students rather than to dropouts or high school graduates. The survey results indicated that more youths will receive remediation in 1987, and more Title II-B funds will be spent to provide it. SDAs expect to provide remediation in about the same way in 1987 as in 1986, usually through local school districts. Youths will have about 12 hours of remediation and 20 hours of work per week. Lecture/discussion and individual instruction are popular approaches. Most SDA officers felt that the remedial instruction requirement was appropriate, although it would cause reduction in other areas of the program. Four appendices include: (1) Service Delivery Areas Surveyed by GAO; (2) GAO's Survey, Sampling, and Data Verification Methodology; (3) Summary of Responses in GAO Telephone Interviews; and (4) Comments from the Department of Labor. (KC)

ED 286 060 CE 048 391

Thomson, Peter; Mageean, Pauline
Selection for the Trades.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-074-5
PUB DATE- 87
NOTE- 89p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria, 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; *Admission Criteria; Aptitude Tests; *Auto Mechanics; *Cosmetology; Evaluation Criteria; Evaluation Methods; Foreign Countries; Mathematics Tests; Pilot Projects; Postsecondary Education; *Prevocational Education; *Profiles; Reading Tests; Secondary Education; Student Evaluation; Test Reliability; Test Validity; *Trade and Industrial Education; Vocational Evaluation
IDENTIFIERS- *Australia

A pilot study assessed the effectiveness of two selection profiles that were designed to evaluate candidates for admission into prevocational hairdressing and automotive mechanics programs. The selection profile, which was developed by the Technical and Further Education (TAFE) National Centre for Research and Development, consisted of the following measures: tests of basic mathematics and reading comprehension, a trainability test (a practical test specific to the relevant trade and designed to measure aptitude for training), a school statement on achievement and attitudes, biographical data and a personal statement from the applicant, and an interview. Thus, the profile measured both aptitude and motivation. The profile was found to be satisfactory from the standpoint of its validity, reliability, and utility. It was decided, however, that a longitudinal study of the profile approach should be negotiated with one or more TAFE authorities so as to gain a clearer understanding of the profile's long-term validity and that a cost-benefit study comparing the existing student selection system and the profile approach be conducted. It was also recommended that any measures developed for off- and on-the-job performance be based on objectives derived from a thorough occupational analysis of the job in question and should take account of the occasion and circumstances in which the performance is expected to be demonstrated. Copies of the mathematics, reading comprehension, and trainability tests; the school and personal biographical statement forms; interview schedules and rating sheets; a note on the correlation study; and a description of the criteria for assessing hairdressing students are appended. (MN)

ED 286 072 CE 048 416

An Assessment of the Federal Initiative in the Area of Adult Literacy. Staff Report of the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, U.S. House of Representatives, One-Hundredth Congress.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- Apr 87
NOTE- 11p.; Serial No. 100-H.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Federal Aid; *Federal Programs; *Literacy Education; Program Administration; *Program Costs; Program Implementation
IDENTIFIERS- *Adult Literacy Initiative; United States

A Congressional staff study was undertaken to analyze the Literacy Management Information Project Report (LMIPR), released by the U.S. Department of Education in May 1986, and to determine whether its findings were valid. The LMIPR found that there are 79 literacy-related programs administered by 14 federal agencies and that $347.6 million was spent for adult literacy activities in fiscal year (FY) 1985. The committee staff telephoned the program directors of the 79 programs that the LMIPR listed as having literacy-related activities for adults and contacted 20 randomly selected state directors to verify program content and dollar figures reported by the LMIPR. Approximately 90 percent of the officials contacted said that they had not been asked for their input when the LMIPR was being prepared. Some of the major findings of the staff study were as follows: (1) of the 79 programs in 14 federal agencies that were identified in the LMIPR as conducting literacy-related activities for adults, only 10 (13 percent of the program), in 5 federal agencies, were definitely conducting literacy activities, and 38 (48 percent) of the programs were not conducting adult literacy activities; (2) several programs receive no funding for literacy activities; (3) 25 (32 percent) of the programs do not have literacy as their major function; (4) in FY 1985, only $126.5 million or 36 percent of the $347.6 million was spent on literacy activities for adults; (5) the 10 programs that have literacy as their major function accounted for $99.9 million or 79 percent of the $126.5 million; and (6) the Adult Education State Administered Program accounted for $81 million or 81 percent of the $99.4 million and 64 percent of the $126.5 million. (The report presents a short analysis of the 79 programs.) (KC)

ED 286 085 CG 020 168

Matthes, William A.
Induction of Counselors to the Profession.
PUB DATE- 24 Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Change; *Counselor Attitudes; Counselor Client Relationship; *Counselor Role; Elementary Secondary Education; Helping Relationship; *Interpersonal Relationship; *Rural Urban Differences; *School Counselors; *Social Support Groups

The induction of counselors to the profession is given as little attention in the literature as it is in schools. The importance of induction cannot be stressed enough for counselors, but education is one of the few professions in this society which expects new members to assume the responsibilities of experienced members. A study was conducted to examine the induction processes used for new school counselors and the problems encountered by these counselors. New school counselors (N=40) identified by the Iowa Department of Public Instruction completed the Conditions for Professional Practice: Counselor's Perceptions questionnaire, providing demographic information, information on school characteristics, and responses to six vignettes describing situations new counselors might encounter. The vignettes concerned the areas of client-counselor relationship, public presentation, psychological education, testing, parent-counselor relationship, and teacher-counselor relationship. Respondents most frequently reported concerns with clients, teachers, and parents, in that order, suggesting that concerns with interpersonal dynamics were encountered with great frequency. Counselors functioning in rural schools were the most likely to report receiving no help in resolving their concerns. Significant differences were found between rural and urban counselors in the areas of age and teaching experience, with urban counselors being older and having taught longer than rural counselors. The results suggest that new counselors are expected to function in isolation with minimal support and supervision. New counselors, especially in rural settings, reported receiving little support in resolution of concerns they encountered. (NB)

ED 286 100 CG 020 183

Gattiker, Urs E.
Technological Innovation and Strategic Human Resource Management: Developing a Theory.
Lethbridge Univ. (Alberta).
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 87
NOTE- 38p.; Project also funded by the Canada Employment SEED Program.
CONTRACT- 492-85-1022
GRANT- 103584
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); Automation; Computers; *Employee Attitudes; *Employer Employee Relationship; Foreign Countries; Human Resources; *Personnel Management; *Quality of Working Life; *Technological Advancement; Theories; *Work Attitudes
IDENTIFIERS- Canada

Technological innovation affects the structure and content of jobs. Research indicates that there is a need for a theory of technological innovation and strategic human resource management considering several factors, such as an employee's beliefs about the effect of technological innovations on the quality of work life and work content. Furthermore, application skills held by the individual should allow, the employee to use technology innovatively. Employees' beliefs about technological innovation need to be positive to assure a high quality of work life as well as the effective use of new technology. Relationships are proposed among several variables: quality of work life, acceptance of technology, job and task characteristics, anticipated technology-induced change, job content of skills, organized labor, and the public's acceptance of technological innovation. Relationships are also posed for these variables: range and depth of application skills, mechanical and application skills, variety and complexity of application, innovative application, discrete tasks, and developing job-related applications. Research testing of these relationships is suggested. (Author/ABL)

ED 286 114 CG 020 197

Bradham, Douglas D.; And Others
Support for Maintaining Independence in the Elderly--Future Requirements and Solutions: Florida's TEACH Demonstration Project--Home-Based, Case Management Services to the Medically Dependent Elderly and Their Caregivers--What We Hope To Learn.
PUB DATE- 28 Jan 87
NOTE- 24p.; Paper presented at the Caregiving-Support for Maintaining Independence in the Elderly Conference (Tallahassee, FL, January 27-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Coordination; Cost Effectiveness; Delivery Systems; *Health Programs; *Home Programs; Home Visits; Models; *Older Adults; *Social Support Groups; Veterans
IDENTIFIERS- *Caregivers; *Florida

This document describes the TEACH (Train the Elderly And their Caregivers at Home) project, a demonstration project developed by Florida's District 12 Veterans Administration and the Florida Department of Health and Rehabilitative Services to reduce Medicaid nursing home expenditures by delaying or avoiding nursing home placement and to provide improved support for informal care by the family and other caregivers. It focuses on the role of the caregiver. The TEACH service delivery model is described, issues for the caregiver now and in the future are considered, and the planned TEACH evaluation project is explained. Past policy options for addressing the issues involved in long-term care are reviewed, the purpose of TEACH services is defined, the conceptual model of TEACH service intervention is presented, and the evaluation of TEACH service hypotheses is discussed. Future requirements of caregivers are projected and three alternatives are identified: (1) purchasing care for the medically dependent through formal services, including home health, nursing home care, and other means; (2) providing requisite care at home through family members, friends, neighbors, or other informal means; or (3) some combination of these mechanisms over the period of time needed. Future caregiver problems are discussed with regard to how the TEACH evaluation effort can offer guidance to possible solutions to some of those problems. (NB)

ED 286 128 CG 020 212

Family Living Including Sex Education: Supplementary Material Related to AIDS.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-887-1
PUB DATE- 87
NOTE- 27p.; For related document, see CG 020 211.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Rm. 613, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Curriculum Guides; Diseases; *Family Life Education; Secondary Education; *Secondary School Curriculum; *Sex Education; Teaching Methods
IDENTIFIERS- New York (New York)

This document contains supplementary material related to acquired immune deficiency syndrome (AIDS) to accompany New York City public schools' Family Living including Sex Education programs. It presents the concept that sexual health care is the responsibility of each individual. A teacher information section provides information on AIDS. Strategies are included to help teach junior high school students to recognize the unique factors associated with AIDS. Two junior high school level lessons and activity sheets are provided. Strategies are also included to increase the understanding of high school students of AIDS as a social and medical problem. Two high school level lesson plans and activities are given. An appendix provides AIDS resource information, including lists of hotlines, printed information, and speakers. (NB)

ED 286 143 CG 020 227

Haag-Mutter, Priscilla
Career Indecision.
PUB DATE- 6 Jun 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Career Choice; *Career Development; College Students; Counseling Services; *Decision Making; Higher Education; *Occupational Aspiration; *Personality Traits; *Vocational Maturity
IDENTIFIERS- *Indecisiveness

There are three basic types of career indecision: (1) developmental; (2) acute situational-reaction; and (3) chronic indecision. Developmental indecision is usually alleviated by maturity as well as by self-awareness activities and career information. Acute situational-reaction indecision is relieved by the removal of situational or environmental barriers. The chronically indecisive individual is different, needing special attention and treatment. This person is paralyzed and anxious, exhibiting psychological/behavioral dysfunction and needing long-term counseling to effect personality restructuring. Characteristics of chronically indecisive persons include procrastination, manipulation, helplessness, and external locus of control. Many college personnel have the opportunity to help students with decision making but are unsure of themselves in the counseling role. If simple definitive guidelines are given to faculty, staff, and administrators to help them identify chronically indecisive students, the students can be referred to sources of appropriate help and guided through this critical state. (ABL)

ED 286 157 CS 008 925

Weaver, Constance

Reading Process and Practice: From Socio-Psycholinguistics to Whole Language.

REPORT NO.- ISBN-0-435-08444-5

PUB DATE- 88

NOTE- 483p.; Revised edition of "Psycholinguistics and Reading: From Process to Practice" (1980).

AVAILABLE FROM- Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($27.50).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Reports - Research/Technical (143)

DESCRIPTORS- Basal Reading; Beginning Reading; Content Area Reading; Early Reading; Language Acquisition; *Psycholinguistics; Reading Difficulties; *Reading Instruction; Reading Material Selection; *Reading Processes; Reading Programs; Reading Research; Reading Skills; Reading Strategies; Reading Teachers; Remedial Reading; Sight Method; *Sociolinguistics; Teaching Methods; Theory Practice Relationship

IDENTIFIERS- *Whole Language Approach

Based on the thesis that reading is not a passive process by which readers soak up words and information from the page, but an active process by which they predict, sample, and confirm or correct their hypotheses about the written text, this book is an introduction to the theories of the psycholinguistic nature of the reading process and reading instruction. Each of the 12 chapters includes questions for journals and discussion, and extensive learning activities. The chapters deal with the following topics: (1) beliefs about reading; (2) what language means, and why it matters in the teaching of reading (including schema theory and contrasting models of reading and reading instruction); (3) how words are perceived; (4) how context aids in word identification; (5) why word-identification views of reading (such as phonics and basal reader approaches) are inappropriate; (6) how a socio-psycholinguistic view of reading is relevant to reading instruction; (7) how the acquisition of literacy parallels the acquisition of oral language; (8) how a whole language approach can be implemented (chapter contributed by Dorothy Watson and Paul Crowley); (9) how reading can be taught in the content areas (chapter contributed by Marilyn Wilson); (10) how to assess readers' strengths and begin to determine their instructional needs; (11) how to help those with reading difficulties; and (12) coming whole circle (chapter contributed by Dorothy Watson). Appendixes include a guided visualization based on the text "Petronella," lists of useful addresses, notes, bibliography, suggested readings (subdivided by topic), and an index. (SKC)

ED 286 171 CS 210 491

Bidlack, Betty J. M.
The Development of Concrete and Abstract Noun Definitions: A Metalinguistic Analysis.
PUB DATE- 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Age Differences; *Child Language; Children; *Classification; *Cognitive Development; Cognitive Processes; *Definitions; Developmental Stages; *Language Acquisition; Language Attitudes; Language Research; Linguistic Theory; *Nouns; Skill Development
IDENTIFIERS- *Metalinguistics

After a pilot study identified possible responses that children and adolescents give when defining concrete and abstract nouns, a study investigated the development of concrete noun (specific objects) and abstract noun (concepts) definitions given by 10, 14, and 18-year-olds, as well as whether abstract and concrete nouns are defined in a parallel fashion at a given age. Subjects, 120 randomly selected youngsters attending Chicago public schools, were interviewed and asked to define 16 concrete and abstract nouns. Results showed that concrete nouns were defined mainly by class and characteristic, while abstract nouns were defined mainly by characteristic. In contrast to concrete nouns, the total percentage of classification responses to abstract nouns increased with age--only at 18 did the subjects begin to define abstract nouns mainly by class and characteristic. Findings suggest that from the ages of 10 to 18 children and adolescents give more analytic than non-analytic responses regardless of whether these responses are correct or incorrect. Words defined analytically must be placed in a hierarchy or system of thought, their attributes determined and limits examined. Findings also suggest that the ability to define abstract nouns seems to be among the metalinguistic skills that develop later, and that adolescents are still struggling to classify these concepts and identify their characteristics. (Eight tables of data are included, and notes and references are appended.) (NKA)

ED 286 185 CS 210 778

Barry, Mina J.
Activating Latent Writing Strategies.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dictation; Grade 3; Primary Education; *Reading Writing Relationship; Self Esteem; Student Writing Models; *Teaching Methods; Theory Practice Relationship; *Tutoring; Writing Difficulties; *Writing Improvement; Writing Instruction; Writing Laboratories; Writing Research; *Writing Skills
IDENTIFIERS- Writing Attitudes

A tutor charged with the task of helping a third-grade child with good reading skills improve his writing skills developed a plan to move the student gradually from dictating stories to writing independently. The student had difficulty initiating and maintaining on-task behavior and disliked writing independently, although he had "written" a number of stories, dictating them to another tutor. The tutor's first step in reversing the problem was to copy down the student's stories as he made them up. In their second session, the tutor read the child's stories to him and asked him to write them down. When spelling was a problem, the student was encouraged to use approximated spelling and continue. In a later session, the tactic of cutting the boy's stories into separate words helped him focus on details of the print and revise misspelled words. As he re-read his stories, words he found difficult were looked up in the dictionary and revised, and he discovered that looking up core words, such as "cobra" gave him the spelling for peripheral words such as "snake" and "dangerous." The student came away with a structured way to write and revise his work, making him more confident about his command of writing skills. However, tutors of children who do not have good initial reading skills and vocabulary may have to adapt the program. (Six references and three writing samples are included.) (JC)

Junior High Language Arts Curriculum Guide.
Alberta Dept. of Education, Edmonton.
REPORT NO.- ISBN-0-920794-66-1
PUB DATE- 87
NOTE- 159p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assignments; Class Activities; *Communication Skills; Critical Thinking; *Curriculum Development; Curriculum Guides; Educational Philosophy; Foreign Countries; Group Dynamics; *Integrated Curriculum; Junior High Schools; *Language Arts; Language Usage; Learning Activities; Listening Skills; Literature Appreciation; Motivation Techniques; Reader Response; Reading Instruction; Reading Skills; *Speech Curriculum; Teacher Role; *Teaching Methods; Writing Instruction; Writing Processes
IDENTIFIERS- Alberta; Canada

Based on the philosophy, goals, and objectives of the Alberta (Canada) Education 1978 curriculum, this revised curriculum guide stresses the importance of students' active involvement in using language. The guide regroups the 1978 skills and concepts for junior high school into the following five language strands: speaking, listening, viewing, writing, and reading. Additionally, the guide emphasizes the writing process, increases the prominence of personal response to literature, and aligns terminology and grammar with the reading and writing processes. The first chapter describes the rationale, philosophy, goals, and general objectives of the language arts program grades 1 through 12, and then describes required and elective contents of the junior high program. Chapter 2 discusses the rationale behind the integration of the five language strands and outlines the process of each. Chapter 3 presents the methodology of teaching, including a discussion of the teacher's role, planning strategies, developmental patterns in adolescent students, class activities and assignments, motivational techniques, and grading. Chapter 4 discusses purposes, types and methods of student evaluation, providing methods for effectively evaluating each of the language strands as well as the program itself. Finally, chapter 5 reviews various learning resources including books for students, computer courseware, and documents for teachers of language arts. Appendixes include charts for planning, evaluating, and analyzing class activities and student assignments. (JG)

ED 286 212 CS 505 518

Forst, Edmund, Jr.; Wheeless, Lawrence R.
Child to Parent Disclosure, General-Disclosiveness, and Loneliness.
PUB DATE- Nov 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Communication Research; Higher Education; Interpersonal Communication; *Loneliness; Models; *Parent Child Relationship; Questionnaires; Self Concept; *Self Disclosure (Individuals); Self Esteem; Social Isolation

Noting that because parents are generally the most important influences in a child's developmental process, and that some studies have suggested that self-concept is related to loneliness, a study focused on the understanding of loneliness in child-parent interactions. It was hypothesized: (1) that individual dimensions of self-disclosure and disclosiveness are negatively related to loneliness; and (2) that linear composites of self-disclosure factors and general disclosiveness are negatively related to loneliness. Respondents, 595 students in basic communications courses at an eastern university, completed questionnaires concerning self-disclosure, general disclosiveness, and loneliness. Half the questionnaires asked students to report self-disclosure to the mother or female guardian, the other half to the father or male guardian. Results indicated that all self-disclosure and disclosiveness factors were negatively related to loneliness. Stepwise regression showed that positive disclosiveness, honesty of disclosiveness, depth of disclosure, and amount of disclosure were uniquely related to loneliness scores. A series of multiple regressions revealed nonlinear trends for depth of self-disclosure and depth of disclosiveness in relationship to loneliness. More loneliness was significant and negatively related to the child's self-disclosure. In child-parent combinations, son-father, daughter-father, and daughter-mother disclosure relationships were all significantly different in loneliness scores. (Four pages of references and three tables are included.) (JC)

ED 286 225 CS 505 691

Heintz, Katharine E.
An Examination of the Sex-Role and Occupational-Role Presentations of Female Characters in Award-Winning Children's Picture Books.
PUB DATE- May 87
NOTE- 31p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Characterization; *Childrens Literature; Content Analysis; *Females; Males; Occupations; *Picture Books; Preschool Children; Reading Materials; Sex Bias; *Sex Role; *Sex Stereotypes
IDENTIFIERS- Caldecott Award; *Occupational Models; Occupational Stereotypes

A study examined the number of times male and female characters appear in text and illustrations and also evaluated the occupations and activities of the characters found in the 14 books which received the Caldecott Medal winning children's books for the years 1971 to 1984. Specifically examined were the following: (1) whether there was a difference between the number of male and female characters in the picture books; (2) whether there was a difference between the activities and occupations of males and females in the books; and (3) whether there has been a change in the number and types of portrayals of male and female characters in picture books since a study by Lenore Weitzman (1972). Results indicated that male and female characters in children's picture books continue to be shown in unequal numbers and stereotypical roles. Males greatly outnumber females in frequency of appearances and in variety of activities and occupations. Males are shown twice as often as females, on the average, in every type of activity. Males are also given three times as many career choices as females, and they are pictured three times as often in these roles. Finally, although these results seem to indicate a strong bias in the books, in fact the results represent a great improvement from the Weitzman study. (Notes and references are attached.) (NKA)

ED 286 238 CS 505 704

Olaye, Imafidon
Mock Jury Decision Process as a Function of Assigned Social Decision Rule.
PUB DATE- Nov 86
NOTE- 39p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Conflict Resolution; Court Litigation; *Group Behavior; Group Dynamics; Listening; Memory; Peer Influence; Recall (Psychology); Role Playing; Self Directed Groups
IDENTIFIERS- Juries; *Mock Trials; Unanimity

A study examined the effect of assigned social decision rule (whether a jury is required to give a unanimous or less than unanimous verdict) on the process and product of mock jury deliberations. Subjects, 360 students from an eastern university, were randomly assigned to six-member juries under three decision rule conditions: (1) unanimity, (2) five-sixths majority, and (3) two-thirds majority. After viewing a videotape of a criminal trial, subjects completed a pre-deliberation questionnaire, using the cognitive response method, about the arguments advanced by the prosecution and defense during the trial, and their level of importance to each side. The quantity and quality of arguments recalled were the dependent variables. Subjects then deliberated until the assigned social decision rule was reached. Upon completing deliberation, subjects filled out a post-deliberation questionnaire. The research design employed was a split-plot repeated measures design, with one "between" factor and two "within" factors. Results showed that jurors assigned to unanimous decision conditions recalled significantly more arguments than either majority rule condition, and had significantly higher ratings for the importance of the arguments recalled after deliberation. The findings suggest that unanimous juries are preferable because they recall more ideas to work with in deliberating, and consider the arguments more carefully. Additionally, other members of the jury seem to be persuaded by jurors presenting numerous, compelling, and unique arguments for a particular side. (Six pages of references and eight tables are included.) (JC)

ED 286 251 CS 505 720

Nothstine, William L.; Copeland, Gary A.
Against the Bureaucratization of Criticism.
PUB DATE- Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bureaucracy; Evaluative Thinking; Film Criticism; Literary Criticism; *Personal Autonomy; Reader Response; Reader Text Relationship; *Rhetorical Criticism; Speech Communication; Theory Practice Relationship
IDENTIFIERS- Bureaucratic Language; *Criticism; *Critics; Formal Evaluation; Textual Analysis

The proliferation of critics and critical approaches has produced a trend toward fragmentation and isolation among the practitioners involved. A suggestive counter-trend indicates that there is intense curiosity among critics to watch colleagues encounter texts, grapple with the preliminary questions of stance and method, and share the experience of criticism as encounters with a text. Preoccupation with reflection on critical methods and stances usually occurs at the expense of the understanding of the critical experience that occurs prior to such reflection. An apt metaphor--the bureaucrat--describes this state of affairs because a bureaucrat's first duty is to perpetuate the rules and regulations of a solidified bureaucracy. How can scholars strike a balance between the habits and inclinations of the critic and the autonomy of the text, without resorting to a bureaucracy of method, especially when pressures from academia work to maintain this bureaucracy? A way is needed to remove methodological formalism from its central role in critical practice, without obliterating the importance of critical rigor in the process, so that the experience and interpretation of texts can return to main stage in criticism. For change to occur, it must begin at the individual level, with individual acts of rebellion against the bureaucracy. Ultimately, critics must realize that the experience of criticism is itself fundamentally anti-bureaucratic. What makes criticism interesting is the collision between a text, with all of its own tradition and context, and a critic, with all of his or her interests, intuitions, commitments, and curiosity. (References are attached.) (NKA)

ED 286 264 EA 019 650

Hutton, Jerry B.
Alternative Teacher Certification: Its Policy Implications for Classroom and Personnel Practice. Monograph No. 5.
East Texas State Univ., Commerce. Center for Policy Studies and Research in Elementary and Secondary Education.
PUB DATE- Aug 87
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; Career Change; *Certification; Elementary Secondary Education; Mathematics Education; *Program Evaluation; Science Education; Special Education; *Teacher Attitudes; *Teacher Certification; Teacher Characteristics; Teacher Education; *Teacher Supply and Demand
IDENTIFIERS- *Alternative Teacher Certification; *Dallas Independent School District TX

During 1986-87, the Dallas (Texas) Independent School District (DISD) conducted an alternative certification program. This report evaluates the program. The introductory section defines alternative certification (any significant departure from the traditional undergraduate route through teacher education in universities and colleges) and explores the rationale--a decline in the quality of trained, available teachers and a growing teacher shortage, particularly in science, math, bilingual education, and special education. The second section describes the DISD's program, which recruited 110 alternative certification interns during the summer of 1986. Eighty-five of the 110 interns were women, the average age was 31 years, they were ethnically distributed among Black, Hispanic, White, Asian, and American Indian participants. This section also details recruitment and selection procedures, the formal instruction program, and methods for evaluating participants. The third section supplies demographic information about interns, such as gender, age, ethnicity, educational and employment background, and other characteristics. The final section discusses outcomes concerning interns' attitude changes during training, comparisons with regular first-year teachers, performance ratings, predictors of success, reactions to the program, and quality and shortage issues. Findings and conclusions are summarized before the introduction and include the following: when compared to first-year teachers, the interns were disappointed in the time-requirements of teaching; they enjoyed less support from colleagues; and they did better on the Texas Teacher Appraisal System. The program helped fill critical positions but is unlikely to stem the teacher shortage. Included are 22 tables, a nine-page reference list, and 2 appendices. (MLH)

ED 286 277 EA 019 673

Donaldson, Gordon A., Jr.; Coladarci, Theodore
Using School Climate Assessments: An Approach to Collaborative School Improvement.
PUB DATE- 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultation Programs; *Cooperation; Educational Change; *Educational Environment; Elementary Secondary Education; *Parent Participation; Rural Schools; *School Community Relationship; *Staff Development
IDENTIFIERS- *Maine

While studies of school climate abound, conceptual frameworks have been ambiguous, and parent perceptions of climate are seldom considered. This paper describes a school improvement model employed in four rural Maine school districts in which (1) a school climate assessment is designed collaboratively with school staff; (2) the assessment is conducted and the results summarized; and (3) staff, citizens, and consultants review the data for purposes of plannning school improvement. Research was based on two premises: school climate as an empirical issue and the validity of school members' perceptions as sources and determinants of the learning environment. The approach involved several steps, including (1) consulting school staff about problematical aspects of school climate; (2) developing school climate instruments; (3) distributing and analyzing surveys; (4) reviewing results with school members; (5) pursuing selected findings; (6) generating multiple explanations for each climate condition identified; and (7) following up district action plans and evaluation efforts. Three lessons were learned from these successful consultations: (1) staff and citizens are receptive to survey results when involved in developing the instruments; (2) most school members are eager to read and discuss results; and (3) the staff development resulting from these steps often yields greater climate improvement than the action plan produced by the model. Included are four references. (MLH)

ED 286 291 EA 019 696

Malmgren, Gun
Swedish in Upper Secondary School--Two Worlds?
National Swedish Board of Education, Stockholm.
PUB DATE- Jun 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Foreign Countries; Grading; *Outcomes of Education; Politics of Education; Research Design; Research Projects; *School Effectiveness; Student Attitudes; Student Reaction; *Teacher Student Relationship; *Track System (Education)
IDENTIFIERS- *Sweden

Modern school research in Sweden has shown that the old selective school has been slowly transformed into an elective school, which in many ways resembles the old selective school with its parallel education systems. It is known that social background and a number of other variables (sex, nationality, type of class, etc.) have a crucial bearing on school achievement and educational choice, but less is known about the mechanisms responsible for grading. The project described in this newsletter investigated demands that teaching makes on Swedish students, how they meet these demands, and the qualifications that result. The progress of a number of students entering various programs, termed "lines," in the upper secondary schools were followed. Students in a consumer line, a workshop line, a liberal arts line, and a natural science line were selected and interviewed in fall of 1985, and these interviews were supplemented by teacher interviews and classroom and school-environment observations. Follow-up interviews were held in spring 1987 with students in the consumer line and the workshop line. (Students in the other two lines will be interviewed when they leave school in 1988.) Tentative results are reported, and subsequent research objectives are listed. (TE)

ED 286 307 EC 200 485

CEC/NAPSEC Task Force To Develop Guidelines for Effective Cooperation between Public and Private Schools in Meeting Legal and Professional Responsibilities for the Education of Children with Disabilities.

Council for Exceptional Children, Reston, VA. Dept. of Governmental Relations.

PUB DATE- Apr 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Compliance (Legal); Delivery Systems; *Disabilities; Educational Legislation; Elementary Secondary Education; *Federal Legislation; Legal Problems; *Long Range Planning; *Private Schools; *Public Schools; School Districts

A task force of professionals from both public and private schools identified four primary topic areas central to the difficulties experienced by the two sectors in cooperating to serve students with disabilities. Each of the four areas is addressed in terms of major findings and recommendations. Issue 1, the lack of sufficient collaborative long range planning involving parents, local and state education agencies, and private education agencies, is considered in light of nine planning foci, including assessments of statewide special education needs and planning of entrance and exit criteria to private school programs. Twelve elements are postulated in the relationship between private and public schools as part of the analysis of issue 2, the lack of a clearly defined relationship between the two sectors. Elements include state and federal approval and individualized education program implementation. A lack of directed leadership in establishing interagency agreements is cited as issue 3. Three major areas to be addressed by such agreements are pinpointed: service delivery, program approval, and funding authority. The fourth issue, inconsistent interpretation of federal and state special education laws, is addressed through analysis of conflict points. The guidelines conclude with a list of eight task force recommendations. (CL)

ED 286 324 EC 200 503

Brady, Mary E.
The State of the Art of High Tech Aids.
PUB DATE- 85
NOTE- 11p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Disabilities; *Technological Advancement; *Technology

The paper describes current problems in the design and application of high technology aids for disabled people and offers strategies for addressing those problems. Following an explanation of terms and a description of the functions of an aid system, the following five components of such systems are examined: physical interface, selection technique, acceleration techniques, output forms, and underlying processes involved. Four commercially available aids are analyzed in terms of communication, telephone use, and written display. Issues of control and computer access are also addressed. (CL)

ED 286 340 EC 200 524

Kratoville, Betty Lou
Listen, My Children, and You Shall Hear (Book 1-Revised). Pre-school through Grade Four.
REPORT NO.- ISBN-0-8134-2757-6
PUB DATE- 87
NOTE- 104p.; For book 2, see EC 200 525.
AVAILABLE FROM- Interstate Printers and Publishers, Inc., 19 N. Jackson St., P.O. Box 50, Danville, IL 61834-0050 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auditory Perception; Elementary Education; Imagination; *Learning Activities; *Listening Comprehension; *Perceptual Development; *Perceptual Handicaps; Preschool Education; Vocabulary Development

Designed to help children with auditory perceptual problems from preschool through grade 4, the manual contains stories and exercises to develop listening skills, auditory memory, vocabulary, and imagination. The first section contains instructions to the teacher as well as stories which are at three levels of difficulty and intended to be read to the child who then "tells" the story back. The second section contains a variety of suggested exercises such as being very quiet and listening to environmental sounds and identifying voices with closed eyes. (DB)

Clariana, Roy B.
Malawi 1984 Final Training Report. Volume I: Administrative Summary. Volume II: Details of Sessions and Experiences.
Peace Corps, Washington, D.C.
PUB DATE- 84
NOTE- 280p.; Some pages contain small, light type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Cross Cultural Training; Developing Nations; Foreign Countries; Learning Activities; Lesson Plans; Postsecondary Education; Program Effectiveness; Program Implementation; *Trainers; *Training Methods; *Volunteer Training
IDENTIFIERS- *Malawi; *Peace Corps

This combination project report and training guide describes the 1984 training program for Peace Corps volunteers in Malawi and includes most of the training materials used during the project. The first half of the package, an administrative summary of the training program, includes the following: a statement of the program's philosophy, goals, and methods; a flowchart listing project staff; the program's weekly schedules; an evaluation assessment model; a list and a map illustrating the sites into which individual volunteers were placed; the project budget; results of a program evaluation and country program review monitoring; and a list of recommendations. The second part of the package details the individual training sessions and experiences that took place during the training program. Lesson plans are provided for the program's trainee orientation sessions and teacher, technical specialist, and motorcycle training sessions. A report on the program's language component and lesson plans from the program's cross-cultural training activities and guest speaker sessions are also provided. Each lesson plan contains some or all of the following: session name, trainer name, number of trainees present, session date, objectives, session location and time, materials needed, training activities conducted during the session, and recommendations for improving the session. (MN)

ED 286 129 CG 020 213

Family Living Including Sex Education: Supplementary Material Related to Helping Children Protect Themselves from Sexual Abuse.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-866-3
PUB DATE- 87
NOTE- 27p.; For related document, see CG 020 211.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Rm. 613, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; Curriculum Guides; Elementary Education; *Elementary School Curriculum; *Family Life Education; Individual Power; Preschool Education; *Prevention; Sex Education; *Sexual Abuse; Teaching Methods
IDENTIFIERS- New York (New York)

This document contains supplementary material related to helping children protect themselves from sexual abuse to accompany New York City public schools' Family Living including Sex Education programs. For grades prekindergarten through grade two and grades three through four, it presents the concept that protecting oneself is an important part of growing up. Teacher information is provided and teaching strategies and activities are included. For grades five and six, the concept is presented that children are not to blame when adults violate rules. Teaching strategies and activities are provided. Resources are listed for children and adults, and curricula resources are also given. (NB)

ED 286 144 CG 020 228

Bernhoft, Franklin O.
Brain Dominance & Self-Actualization.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brain Hemisphere Functions; College Students; Higher Education; *Lateral Dominance; Personality; *Personality Traits; *Self Actualization

Numerous areas associated with brain dominance have been researched since Bogen and Sperry's work with split-brain patients in the 1960s, but only slight attention has been given to the connection between brain dominance and personality. No study appears in the literature seeking to understand optimal mental health as defined by Maslow's self-actualizing personality and brain dominance. This study examined this area by investigating Maslow's view using Shostrom's Personal Orientation Inventory (POI), a measure of self-actualizing tendencies, and brain processing using the Herrmann Brain Dominance Instrument (HBDI). College students (111 females and 21 males) were identified as low or high in Herrmann quadrant brain processing in each of the four quadrants and compared against each POI subscale, against a General Self-Actualization score, and against several subscales and subscale combinations, using the adjusted analysis of variance for statistical analysis. Results for females were in line with the expected results based on the match of HBDI quadrant descriptors and Maslow's 13 factors characterizing the self-actualizer. (Implications for training, education, counseling, and marital therapy are discussed.) (ABL)

ED 286 325 EC 200 504

Rodgers, Barry L.
The Holistic Application of High Technology for Conversation, Writing, and Computer Access Aid Systems.
PUB DATE- 85
NOTE- 12p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accessibility (for Disabled); Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Computers; *Disabilities; *Holistic Approach; Technological Advancement; *Technology; Writing (Composition)

The principal thesis of this paper is that successful use of high technology for conversation, writing, and computer access aid systems requires a holistic perspective. A holistic approach is one in which all the components of the support system needed to use high technology effectively are in place. Recognizing that aid systems are tools helps people use their experience with other technological tools to identify the necessary components to apply high technology successfully. It is suggested that in the future professionals will be designated to provide such holistic application, and that aid systems will be produced by programming and configuring general market devices. The use of a standardized modular system to design high technology aid systems is advocated and it is suggested that third party funding sources will provide ongoing support. (CL)

ED 286 341 EC 200 525

Kratoville, Betty Lou
Listen, My Children, and You Shall Hear (Book 2-Revised). Grades Four through Six.
REPORT NO.- ISBN-0-8134-2758-4

PUB DATE- 87
NOTE- 104p.; Supersedes ED 073 432. For book 1, see EC 200 524.
AVAILABLE FROM- Interstate Printers and Publishers, Inc., 19 N. Jackson St., P.O. Box 50, Danville, IL 61834-0050 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auditory Perception; Imagination; Intermediate Grades; *Learning Activities; *Listening Comprehension; *Perceptual Development; *Perceptual Handicaps; Vocabulary Development

Designed to help children with auditory perceptual problems from fourth through sixth grade, the manual conteins essays and exercises to develop listening skills, auditory memory, vocabulary, and imagination. The first section contains instructions to the teacher and the essays which are at three levels of difficulty and intended to be read to the child who then "tells" the essay back. The second section contains a variety of suggested exercises such as being very quiet and listening to environmental sounds and identifying voices with closed eyes. (DB)

ED 285 982 CE 048 170

Health Occupations. Arkansas Public School Course Content Guide.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 87
NOTE- 13p.; For related documents, see CE 048 166-171.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; Career Choice; Career Education; Course Content; Employment Potential; First Aid; Injuries; Job Skills; *Medical Services; Minimum Competencies; Physiology; Secondary Education; Skill Analysis; Skill Development; State Curriculum Guides; *State Standards; Student Organizations
IDENTIFIERS- *Arkansas

This course content guide was developed in accordance with the Standards for Accreditation of Public Schools adopted by the Arkansas State Board of Education. The guide is offered as a framework upon which a curriculum can be built. Within each subject area the content guide identifies skills at three instructional levels: basic, developmental, and extensions. The basic skills are those skills that all students must master and upon which the minimum performance test items are based. Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing, and problem-solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels. This guide lists skills for the following three health occupations courses: exploratory (medical terms and abbreviations, asepsis, organization and general plan of the body, health care careers, Health Occupations Students of America, employability skills, safety/body mechancis, medical ethics, health care agencies and facilities, career decisions, job specific skills, mini-shadowing, advanced medical terminology, field trips, and employability skills); course I (first aid, metrics, medical terminology, human relations, anatomy, physiology and diseases, nutrition, medications, job skills, advanced microbes and disease); and course II (human relations, anatomy, physiology and diseases, nutrition, advanced medical terminology, and job skills). (KC)

ED 285 995 CE 048 266

Review of Home Economics Computer Software for Sex Bias and Stereotyping. Final Report from July 1, 1986 to June 30, 1987.

Pinellas County School Board, Clearwater, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- 30 Jun 87

NOTE- 18p.; Project No. DVE 520-15170-7-1E0C.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Attitudes; *Computer Software Reviews; *Courseware; Evaluation; Evaluation Methods; *Home Economics; *Instructional Materials; Nontraditional Occupations; Nontraditional Students; Program Evaluation; Secondary Education; *Sex Bias; *Sex Fairness; Sex Stereotypes

IDENTIFIERS- Florida (Pinellas County)

Because the field of home economics has long been dominated by females, concern has often been expressed that many of the audiovisual materials available for use in home economics classes are also female dominated; in an age when both males and females have equal access to home economics classes, this is a major concern. In addition, with the advent of computers, new software is constantly being developed, and home economics teachers have been using it. As a result, a project evaluated the software available for home economics in terms of sex bias. During the project, four Pinellas County, Florida, home economics teachers did extensive research to determine how usable software really is without inadvertently setting an example to students of sex bias or stereotyping. The teachers developed an appropriate evaluation tool and spent three days previewing the materials and completing the evaluation forms. Following this, the lead teacher conducted inservice education for 14 additional teachers that included discussion of sex bias and stereotyping, as well as giving teachers an opportunity to preview selected materials. A summary of the findings of the committee was given to each participant. In general, it was found that personalized programs (those that address the student by name) were very inviting to all students and more motivating as compared to third-person references; in addition, there was little if any chance for sex stereotyping. Overall, home economics computer software was found to be bias-free. Recommendations were made to improve research procedures for future software evaluations. (Workshop materials and the review form are included in the report.) (KC)

ED 286 021 CE 048 304

Jaffe, Dennis T.; And Others
Stress Management in the Workplace. WBGH Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- Mar 86
NOTE- 38p.; For related documents, see CE 048 292-305.
AVAILABLE FROM- Prevention Leadership Forum, Washington Business Group on Health, 229 1/2 Pennsylvania Avenue, SE, Washington, DC 20003 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Coping; Corporate Education; *Employee Assistance Programs; *Occupational Safety and Health; *Program Design; *Program Implementation; Quality of Working Life; Staff Development; *Stress Management; *Stress Variables; Well Being; Work Environment
IDENTIFIERS- *Wellness Programs

This paper on designing and implementing a stress management program in the workplace begins by defining stress. A brief overview of the relationship of stress to health and personal style follows. The subsequent discussion of the relationship between stress and work focuses on these topics: work contributes to stress; stress affects work performance; stress raises legal and medical issues; stress affects the business, itself; business pays many costs associated with stress; and family stress and work stress interact. Design of worksite stress management programs (WSMPs) is considered in terms of three basic elements: techniques for managing stress, delivery formats, and basic skills taught. In addition to highlighting reasons why the programs are implemented, the section on implementation describes four categories of WSMPs: awareness building, skills building classes, counseling, and organizational change. Summaries of several studies on the impact of WSMPs are provided. The paper concludes with examples of 10 WSMPs implemented by companies. Company name and address, contact person, and telephone number are given. (YLB)

ED 286 035 CE 048 338

Wittkamper, John Randal; Harris, Robert C.
Factors Influencing Vocational Teachers' Mid-Life Career Decisions.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Change; *Midlife Transitions; Postsecondary Education; Secondary Education; *Teacher Attitudes; *Trade and Industrial Education; *Vocational Education Teachers

A study was conducted to increase understanding of the mid-life career decision factors of vocational teachers in trade and industrial education. A sample of 179 conditionally licensed occupational teachers in Indiana who had initially been employed in industrial occupations were willing to participate in the study. Four additional criteria were applied to this population: (1) employed in a trade and industrial education subject area; (2) employed within the last six years; (3) between the ages of 30-50; and (4) male. Data were collected from the 35 persons meeting these criteria via a structured interview scheduled at the subjects' home schools. The study found that slightly over 74 percent of the teachers had taught in the industrial environment, usually by mentoring other employees or providing short-term, task-specific training. These experiences helped them assess their interest in teaching. The decision to change jobs fell within three broad categories: economic, idealistic, and personal circumstances. Economic reasons, reported by one-third of the teachers, included retirement, medical factors, layoffs, and income improvement. The idealistic cluster comprised the largest percentage of responses, 46 percent. The responses in this group included the desire to change their lives, the desire to help young people, and the desire to undertake a new challenge. Personal circumstances accounted for approximately one-fourth of the reasons advanced. (KC)

ED 286 049 CE 048 365

Plant Closings. Limited Advance Notice and Assistance Provided Dislocated Workers. Report to Congressional Committees.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-105
PUB DATE- Jul 87
NOTE- 92p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies--free; additional copies--$2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Dislocated Workers; *Dismissal (Personnel); *Employment Patterns; *Employment Practices; Federal Legislation; *Job Layoff; Labor Market; Outplacement Services (Employment); Reduction in Force; Retraining; *Structural Unemployment; Unemployment
IDENTIFIERS- Job Training Partnership Act 1982

This is the final report in a series issued to assist Congress in assessing the problems of worker dislocation and employer practices related to advance notice and assistance provided to workers. A national survey of 2,600 business establishments was conducted to determine: (1) the extent of business closures and permanent layoffs between January 1983 and December 1984; (2) the length of advance notice provided to affected workers; and (3) the assistance offered to dislocated workers by their employers. The study found that in 1983 and 1984, closures and permanent layoffs at about 16,200 establishments having 50 or more employees resulted in the dislocation of 1.3 million workers. Sixty percent of the closures and layoffs occurred in the manufacturing sector, and one-third of the closures and layoffs occurred in industries adversely affected by foreign competition. However, a quarter million workers were also dislocated from the fast-growing service sector. Few employers provided advance notice adequate to establish reemployment assistance programs; the median length of notice provided to workers was seven days. About one-third of establishments provided no notice before employment was terminated. About one in seven employers offered workers a comprehensive assistance package composed of the most frequently cited worker assistance measures--income maintenance, continued health insurance coverage, counseling, and job search assistance, but only 5 percent combined such assistance with more than 30 days' advance notice. The proposals pending before the Congress would expand assistance to dislocated workers. Seven appendices include: (1) Methodology and Sampling; (2) Analysis of Dun and Bradstreet Database Comparison; (3) Comparison of GAO and BLS Dislocated Worker Estimates; (4) List of Specific Industries within the Manufacturing, Trade, Service, and Other Industrial Sectors; (5) Definition of High Technology Industries; (6)) List of States in Nine Regions; and (7) Tables Supporting Bar Graphs in Report Text and Supplementary Tables. (KC)

ED 286 061 CE 048 392

Hall, William C.
The Continuing Education Needs of Academic Staff. Full-Time TAFE College Lecturers.
TAFE National Centre for Research and Development, Payneham (Australia).
SPONS. AGENCY- Australian Council for Employment and Training, Canberra.
REPORT NO.- ISBN-0-86397-075-3
PUB DATE- 87
NOTE- 88p.; For a related document, see CE 048 388.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria, 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Business; *Educational Needs; Foreign Countries; Industry; National Surveys; Postsecondary Education; *Professional Continuing Education; Program Content; Program Development; *Staff Development; Teacher Attitudes; *Teacher Education; Teacher Improvement; Technical Education; *Technological Advancement
IDENTIFIERS- *Australia; TAFE (Australia)

A study examined ways in which experienced, full-time Technical and Further Education (TAFE) lecturers can regularly update their technical knowledge and skills, especially in reference to the rapid technological changes occurring in industry and commerce. The research was conducted at four levels; three surveys were conducted. In the first, registrars of 19 universities and 15 colleges of advanced education were surveyed about any courses offered by their institutions that could be suitable for full-time TAFE college lecturers. The second survey requested information about continuing education available through Australia's TAFE professional development units, and in the third survey, executive officers of national industry training committees were asked to give their opinions on ways in which TAFE lecturers could regularly update their technical knowledge and skills. The survey responses indicated that there is an urgent need for continuing education programs that would enable lecturers to keep abreast of technological changes and that would bring lecturers into close contact with industry and business. At the time of the study, higher education was doing little to meet the continuing education needs of TAFE lecturers, and in-house, inservice courses were the most common method of providing continuing education to TAFE lecturers. Two ways of meeting professional development needs mentioned were (1) providing small research and development grants to TAFE colleges for those industrial and commercial subject areas represented in the colleges and (2) releasing lecturers so that they can spend regular periods in industry or business settings. The three questionnaires and a project brief are appended. (MN)

ED 286 073 CE 048 420

South Carolina Administrative Provisions for Vocational Education. Fiscal Year 1988.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- Aug 87
NOTE- 108p.; Document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Compliance (Legal); *Federal Legislation; Federal Regulation; *Federal State Relationship; Government Role; Secondary Education; State Federal Aid; *State Legislation; *State Programs; Technical Education; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *South Carolina

This document contains guidelines, procedures, and administrative requirements based on the regulations, assurances, and certifications in the South Carolina Three-Year State Plan for Vocational-Technical Education as adopted by the State Board of Education. The guide contains an introduction (section I) and seven main sections. Section II presents an overview of legislation, including the Education Improvement Act and the Carl D. Perkins Vocational Education Act of 1984. Section III explains the organization and governance of vocational-technical education in South Carolina, with information on the State Board of Education, the Office of Vocational Education, and local administration. Details of the state administration of vocational education are spelled out in section IV, which outlines general administrative provisions and financial management. The vocational education opportunities mandated by Title II, Part A for handicapped, disadvantaged, adults needing retraining, single parents/homemakers, sex equity, and criminal offenders is the topic of section V; program improvement, innovation, and expansion provisions of Title II, Part B for state-level purposes are highlighted in the following section, section VI. The provisions for vocational programs, services, and activities, Title II Part B and Title III Part B, are included in the seventh section. Information is provided on secondary programs, consumer and homemaking, cooperative vocational education, construction, student stipends, work study, day care services, placement services, career guidance and counseling, and private vocational education institutions and employers. The final section contains definitions of the terms used in the regulations and guidelines. (KC)

ED 286 086 CG 020 169

Haignere, Clara S.

Planned Parenthood Harris Poll Findings: Teens' Sexuality Knowledge and Beliefs.

Planned Parenthood Federation of America, Inc., New York, N.Y.
PUB DATE- 12 Mar 87
NOTE- 38p.; Paper presented at the Annual Children's Defense Fund National Conference (Washington, DC, March 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Beliefs; High Risk Persons; *Information Needs; *Knowledge Level; *National Surveys; Secondary Education; *Sex Education; *Sexuality; *Student Attitudes

Planned Parenthood conducted a national public opinion poll, asking 1,000 12- through 17-year-olds about their knowledge and beliefs on the problem of teenage pregnancy. The results showed that over 50% of the adolescents had sexual intercourse before their 18th birthday. Those teenagers most likely to be sexually active fell into certain at-risk groups with the common denominator being limited life opportunities for further education and career development. Reasons respondents gave for being sexually active included social pressure, followed by curiosity and sexual gratification. However, the most common reason given was that the respondent was "swept away." The majority reported not using contraceptives because they did not know enough about them or even where to get them. Forty percent of the adolescents had no sexuality education in school; only 35 percent had comprehensive sexuality education. Parents have been cited as the primary source of information, yet many respondents reported never having discussed sexuality with their parents. Respondents reported believing that television gave realistic views of sexually trasmitted diseases, pregnancy, the consequences of sex, and family planning. This opinion appeared to change, however, as sexuality education became more comprehensive. Adolescents needing the most education included those doing poorly in school, those in vocational tracks in schools, boys, those from low and middle income families, younger teenagers, and teenagers living in the south. (Author/NB)

Taylor, Howard T.

Microcomputer Hardware and Software Directory: Guidance and Counseling Services in Virginia.

Thomas Nelson Community Coll., Hampton, Va.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond.

PUB DATE- May 87

NOTE- 120p.; High school and community college summaries contain small print.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)

DESCRIPTORS- Career Counseling; *Computer Software; *Computer Uses in Education; Higher Education; High Schools; *Microcomputers; *School Counseling; Two Year Colleges

IDENTIFIERS- Virginia

The rise in microcomputer applications to counseling prompted a study to determine the extent of microcomputer hardware and software use in the counseling and career planning centers of Virginia's education system and to establish a point of contact list so that potential buyers could talk to individuals already using a particular piece of hardware or software. Surveys were completed by personnel from 174 high school counseling centers, 27 community college counseling centers/career planning offices, and 26 public and private 4-year college career planning and placement offices in Virginia. Respondents were asked to indicate what microcomputer equipment and software programs were available for use and to rate their effectiveness. Results indicated that the counseling and career planning offices of Virginia's educational system had largely integrated microcomputers into the counseling process, primarily in the information/data management area and for administrative use. There was an average of three microcomputers and four major software programs in use per school in the survey. This directory presents 24 tables and 10 graphs of survey results. Rank orders of equipment and software are included and individual school synopses are provided for schools participating in the survey. Names and addresses of the contact person in each counseling center are included for individuals wanting to obtain more detailed operational information on hardware or software. A list of software publishers is also provided. (NB)

ED 286 115 CG 020 198

Dalton, Jon C.
The Influence of Peer Culture on College Student Values.
PUB DATE- 4 Aug 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American College Personnel Association/National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *Peer Influence; *Student Development; *Student Personnel Services; *Values Education

Common problems of establishing independence, making friends, and mastering a new environment draw college students together and create a strong social cohesion which has considerable influence on students' attitudes and values. In many institutions the peer culture is estranged from the academic life of the campus. If student affairs professionals want to have a significant impact on the values of college students they must be able to influence the peer culture. In order to influence the peer culture it is necessary to understand the culture by conducting research on the students and by systematically using data from such research. Student culture must be clearly established as a domain for student development intervention by making formal connections among the curriculum, teaching, and student life. Finally, student affairs professionals must identify and confront those value issues in the peer culture which conflict with educational objectives and have the greatest impact on students' moral development. Important areas to consider include: (1) alcohol and drug education; (2) sexuality; (3) academic integrity; (4) racism and sexism; and (5) volunteerism. Student affairs staff need to be more active in promoting opportunities for students to serve others, combat harmful elements in their environment, and work for noble ideas and causes. (NB)

ED 286 158 CS 008 926

Leavitt, Tamara Day
Integrating Reading and Writing Instruction at the Primary Level.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Beginning Reading; Brainstorming; Content Area Reading; Content Area Writing; Integrated Curriculum; Language Experience Approach; Phoneme Grapheme Correspondence; Prewriting; Primary Education; Reading Aloud to Others; *Reading Instruction; Reading Material Selection; Reading Research; *Reading Writing Relationship; *Teaching Methods; Writing Exercises; *Writing Instruction; *Writing Readiness; Writing Research
IDENTIFIERS- Audience Awareness; Semantic Mapping; Webbing (Thematic)

Integrating reading and writing at the primary level is important because writing and then reading back what has been written gives purpose to both, and the sense of overall purpose enhances reading while the sense of audience enhances writing. Another reason for starting this integration with beginning students is that writing creates a purpose for paying attention to features of written language such as letter-sound correspondences, the ordering of letters in words, and the left-to-right nature of English print, all of which is knowledge used in reading. It also emphasizes the interdependence of reading and writing rather than creating the illusion of division between the two. Accomplishing the integration can be achieved through reading aloud and sharing writing with students often, and by encouraging all student attempts to read and write. By encouraging writing from the first day of school, teachers can avoid the resistance that often occurs when writing is introduced later in the year. Having the students read back their attempts at writing will help even the less-developed writers think of themselves as authors. Other recommended techniques include (1) writing on a broad range of topics, (2) encouraging a studio atmosphere, (3) using the language experience approach's prewriting and brainstorming activities, (4) making use of semantic mapping, (5) encouraging creativity and emphasizing the idea that there is no single right way to write about a given subject, (6) viewing revision as improvement rather than correction, (7) using webbing to integrate reading and writing across the curriculum. (A sample webbing unit and reference list are appended.) (SKC)

ED 286 172 CS 210 500

West, Martha Meyer
An Examination of Expressive Functions in a Constructivist Model of Written Composing.
PUB DATE- 85
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Audience Analysis; *Creative Writing; Descriptive Writing; *Expressive Language; *Figurative Language; Literary Styles; Models; Narration; Poetry; Rhetoric; Symbolism; Theories; Writing (Composition); *Writing Processes; Writing Research
IDENTIFIERS- *Constructivist Theory; Dialectic (Concept); Dialectical Reasoning; *Expressive Writing; Personal Writing

Based on constructivist theory (emphasizing meaning generation rather than communication), the study described in this report clarifies and elaborates on the definition of the term "expressive writing." First, the paper offers a rationale for the study and a discussion of the research methodology, which combined analysis of texts and theories as well as introspection. The second section presents a constructivist context for expressive composing, which proposes that written composition is a meaning-construction process, that meaning includes feeling, and that the constructivist model is a process rather than a developmental or text-classification model. The next section then describes the model and explains that, as a dialectic process, it includes notions of sense and imagination, anticipation (of what the text will look like) and expression, conscious and unconscious activity, superordinate and subordinate schemata--which suggests that texts are guided by an image of what the final form should be but are changed by internal and external forces as they emerge--and an overall dialectic of writing as an expressive and rhetorical act. Sections on process and text, the writer-reader dimension, and expressiveness and form are given, followed by subsections on such topics at associative patterns, patterns of repetition, patterns of narration, and figurative language most of which include examples from published and unpublished prose and poetry. A summary and a section suggesting directions for research conclude the paper. (Fifty-two references are included.) (JC)

ED 286 186 CS 210 780

Oates, William R.; Oates, Rita Haugh

Going beyond Word Processing: A Survey of Computer-Based Approaches for Writing Instruction.

PUB DATE- 4 Aug 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Reviews; *Computer Uses in Education; Elementary Secondary Education; *Instructional Improvement; Prewriting; Revision (Written Composition); Theory Practice Relationship; *Word Processing; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Association for Ed in Journalism and Mass Commun; Desktop Publishing; National Council of Teachers of English

Noting that (1) current research suggests that technology may contribute to improved instruction in writing but it does not do so automatically, and (2) while teachers may successfully employ computers with their writing students, their choices of methods remain critical, this paper surveys computer approaches and appropriate software for effective writing instruction. These include: prewriting software, composing tools, editing and revising approaches, and instructional software for writing skills. In addition, the paper briefly reviews new areas related to computer technology--desktop publishing, telecommunications, and electronic bulletin boards. The methods presented represent a composite of approaches developed by national leaders in computer writing instruction from the National Council of Teachers of English and the Association for Education in Journalism and Mass Communication. (Author/SKC)

ED 286 199 CS 210 806

Grade 12 Diploma Examinations Program Bulletin. English 30 & English 33. 1987-88 School Year.

Alberta Dept. of Education, Edmonton.

PUB DATE- Aug 87
NOTE- 58p.; For the 1986 edition, see ED 272 903.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; *Educational Assessment; English Curriculum; English Instruction; Foreign Countries; Grade 12; Graduation Requirements; High Schools; Literature Appreciation; Multiple Choice Tests; Reading Comprehension; *Reading Skills; *Reading Tests; Student Evaluation; Test Items; Visual Literacy; *Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta; *English Examinations

Intended to help teachers prepare students for the Alberta (Canada) Grade 12 diploma examinations, this bulletin updates information about the design, sections, and scoring of the examinations in English 30 and 33 for the 1987-88 school year. Following a summary of the substantial revisions the examinations have undergone for this current edition, the bulletin presents blueprints illustrating the relationship between content and scoring of writing and reading test assignments and curriculum concepts, as well as the amount that each section of the examination contributes to the total grade. The bulletin also provides sample assignments and scoring guides, and describes the test in detail: the skills required, the concepts to be mastered, the amount of time allowed for each assignment, the length of the written compositions, the proportion of the total score allotted to each assignment, and other scoring information. (NKA)

ED 286 213 CS 505 520

Ewbank, H. L.
Case Studies of the AIA Movement.
PUB DATE- Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; College Students; *Conservatism; Court Litigation; Ethics; Freedom of Speech; Higher Education; Information Dissemination; Intellectual Freedom; *Journalism; Newspapers; Political Attitudes; Political Socialization; *Teacher Attitudes; Teacher Rights; Teacher Role
IDENTIFIERS- *Accuracy in Academia; Defamation

At least 17 university faculty members have been the direct objects of unfavorable public commentary by the conservative organization Accuracy in Academia, Inc (AIA). Two case studies that have received much attention involve two political science professors: Dr. Terry Anderson of Texas A & M University, and Dr. Mark Reader of Arizona State University. Dr. Anderson was targeted by AIA reportedly for stating in class that he did not believe in the institution of marriage, that he was an atheist and that he held no patriotic ties with Texas A & M, the flag, or America. Dr. Anderson filed a defamation and libel suit against the organization because the story could affect employability were he to seek another position. Dr. Reader was accused by AIA of using his "Political Ideologies" course as a forum for protesting nuclear armament. Dr. Reader did not respond with a law suit, but rather wrote letters to the American Political Science Association explaining his position, and sought a university policy that would prohibit unregistered individuals ("classroom spies") from attending classes for the purpose of gathering information to be used against the university or individual professors. The actions of AIA have reinforced the beliefs of many in the liberal arts who have denied intellectual standing to much of modern neoconservatism on the grounds that it stifles rather than nurtures intellectual and academic freedom. (Two pages of sources are included.) (JC)

ED 286 226 CS 505 692

Matviko, John W.
Eighties' Film Noir: An Analysis of the Use of the "Double" in "Miami Vice's" Second and Third Seasons.
PUB DATE- 20 May 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987). Appended figures will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Content Analysis; *Film Criticism; Film Study; *Mass Media; *Popular Culture; Programing (Broadcast); Television Research; Visual Literacy
IDENTIFIERS- Film Genres; Film History; Filmic Styles; *Film Noir; *Television Criticism

A comparison of the current television series "Miami Vice" with the "film noir" genre of American movies from the forties and fifties reveals many similar elements, such as visual style, mood, theme, and sensibility. "Miami Vice" is set in a large city whose art deco architecture provides an ironic contrast to noir's pessimistic themes. Film noir's techniques emphasize loss, nostalgia, lack of clear priorities and insecurity, and then submerge these self-doubts in mannerism and style. Two selected episodes of "Miami Vice" deal specifically with the criminal "double," a motif often used in later "film noir." One critic has suggested that the core dilemma of the TV show is whether or not the police officers will surrender themselves to the world of vice. In one episode in which the character of Crockett is tracking a cat burglar, the story makes extensive use of doubles linking the detective with both a burglar and a psychotic policeman who is also pursuing the burglar. The climax brings the noir, double, and Jungian psychology themes together. A camera shot frames Crockett with his double, and in the next scene a stark close-up of the criminal's face becomes Crockett's face as the criminal looks away. When the burglar hurls something forward, breaking a mirror, Crockett awakens from what seems to be a dream. The popular television series, "Miami Vice," appears to be continuing the "film noir" tradition into the eighties. References and 18 figures (frames from the television series illustrating the points discussed) are attached. (NKA)

ED 286 239 CS 505 705

Carragee, Kevin M.; Jarrell, Laura
Media Frames and the Definition of a Foreign Social Movement.
PUB DATE- Nov 87
NOTE- 46p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Discourse Analysis; Foreign Countries; Foreign Policy; Ideology; International Relations; *Journalism; *Mass Media Effects; Media Research; *News Media; News Reporting; Peace; Periodicals; *Persuasive Discourse; *Political Attitudes; Press Opinion
IDENTIFIERS- Hegemony; Media Bias; *Media Frames; Media Imagery; Media Role; Military Power; Newsweek; *Social Movements; Time Magazine; U S News and World Report

Given the perspective of news as a significant cultural form, a study examined the symbolic world constructed by American newsmagazines, particularly investigating the dominant media frames (defined as consistent patterns of cognition and selection by which symbol handlers routinely organize discourse) employed by these news organizations. The study analyzed coverage in "Newsweek," "Time," and "U.S. News and World Report" of a series of demonstrations in 1983, sponsored by European peace groups, designed to protest the deployment of American missiles in Europe. Textual analysis of news coverage examined the amount and tone, the attention to anticipated violence, the event orientation of the coverage, and the definition of the peace movement. Results indicated that all three newsmagazines, but especially "Newsweek," devoted much space to the story. Results also indicated that the dominant media frames defined the peace movement as illegitimate, irrational, and ineffectual, and that the issues raised by the demonstrations were ignored because of the coverage's event orientation and because of the attention devoted to the form of the protests. Content analysis showed that within the symbolic world constructed by the newsmagazines, the demonstrations were divorced from their political context. Findings suggest that the American news media defines foreign social movements in ways consistent with American foreign policy and military objectives, and that the hegemonic framing of these movements becomes most evident when they directly challenge American foreign policy. (A table of data is included and extensive notes are attached.) (NKA)

ED 286 252 CS 505 722

Ogunyemi, Olatunde A.
An Analytic Study of the Efficacy of Black-and-White Pictorial
 Instruction on Achievement.
PUB DATE- 83
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Secondary Education;
 Higher Education; Illustrations; *Instructional Effectiveness;
 Instructional Materials; *Learning Modalities; Learning Strategies;
 *Multisensory Learning; Nonverbal Learning; *Pictorial Stimuli;
 Teaching Methods; Visual Aids; *Visual Learning
IDENTIFIERS- Pictures; Picture Text Relationship

A study investigated the results of previous studies on the effectiveness of pictorial instruction, specifically examining whether the use of black-and-white pictorial instruction as a supplement to verbal instruction is more effective than the use of verbal instruction alone. Thirty-four studies on pictorial instruction that varied widely but that met certain criteria were used as samples for a meta-analysis. Results of the examination indicated that, across all studies analyzed, pictorial instruction was found to be significantly more effective than verbal instruction alone. Findings showed that specific level of pictorial instruction effectiveness was related to socioeconomic background, course content area, course difficulty level, time of exposure, mode of presentation, stimulus detail, time of testing, and course objective. Findings also showed that studies in which different instructors were used in the experimental and control groups yielded higher levels of effectiveness than studies in which the same instructor was used. It is expected that if instructor characteristics had been controlled, the level of effectiveness would somewhat diminish but remain statistically significant. (A table of data is included, and a figure and references are attached.) (NKA)

ED 286 265 EA 019 651

Leaders for America's Schools. The Report of the National Commission on Excellence in Educational Administration.

University Council for Educational Administration, Tempe, AZ.

PUB DATE- 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Administrator Role; College School Cooperation; *Educational Administration; *Educational Change; Elementary Secondary Education; Females; Higher Education; *Leadership Qualities; Minority Groups; Principals; Superintendents
IDENTIFIERS- *National Commission Reports

A revolution in education will require unusually competent, skilled, visionary leadership. This report examines the quality of educational leadership in the United States, focusing on the roles of principals and superintendents. According to recent research, the educational administration field lacks: (1) a definition of good educational leadership; (2) leadership recruitment programs in the schools; (3) collaboration between school districts and universities; (4) minority and women administrators; (5) systematic professional development for administrators; (6) high quality candidates and preparation programs relevant to job demands; (7) licensure programs promoting excellence; (8) national cooperation in preparing school leaders; and (9) sequence, modern content, and clinical experiences in preparation programs. The report aims to restructure school administration. Separate chapters outline recommendations for public schools, professional organizations, universities, state and federal policymakers, and the private sector. Significant recommendations include: (1) redefining educational leadership; (2) establishing a National Policy Board on Educational Administration; (3) modeling administration preparation programs after those of other professional schools; (4) terminating at least 300 college and university educational administration programs; (5) initiating recruitment and placement programs for minorities and women; (6) requiring public schools' full partnership in preparing administrators; (7) creating management development opportunities; and (8) reforming licensure programs. Included are numerous references and a list of commissioned papers. (MLH)

ED 286 278 EA 019 674

Bowers, J. Howard; Burkett, Charles W.
Relationship of Student Achievement and Characteristics in Two Selected School Facility Environmental Settings.
PUB DATE- Oct 87
NOTE- 15p.; Paper presented at the Annual International Conference of the Council of Educational Facility Planners (64th, Edmonton, Alberta, Canada, October 3-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Acoustical Environment; Attendance; *Classroom Environment; Classroom Research; Classroom Techniques; Comparative Analysis; Discipline; Intermediate Grades; *Physical Environment; Rural Education; Thermal Environment; Visual Environment
IDENTIFIERS- Health Status

Research findings indicate that students are affected positively or adversely by the visual, acoustical, and thermal characteristics of the classroom environment. During the 1986-87 school year, 280 fourth- and sixth-grade students housed in two separate school facilities--the oldest and the newest in a rural Tennessee county school district--were tested to determine if the physical environment of a school was related to student achievement, health, attendance, and behavior. ANOVA, chi-square, and t-tests were used to analyze the data. A significant difference existed between students at the two elementary schools in regard to the relationship between the physical environment and student achievement. Scores in reading, listening, language, and arithmetic showed a significant difference, with the students in the modern building performing much better than the students in the older school. The former students proved to have a better record in the areas of health, attendance, and discipline when compared to the latter students. Educational consultants, architects, and administrators should be apprised of the importance attached to the compatibility between physical environment and student learning and other behavior. Included are 4 tables and 10 references. (MLF)

Health Services for Children with Special Needs: Report of the Division of Services to Crippled Children for the Fiscal Years, 1984-1985, 1985-1986.

Michigan State Dept. of Public Health, Lansing, MI. Div. of Services to Crippled Children.

PUB DATE- Jan 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childhood Needs; Children; Community Services; *Disabilities; Family Programs; *Health Needs; *Health Services; Prevention; Public Health; *State Programs
IDENTIFIERS- *Child Health; *Michigan

This report describes the recent efforts of Michigan's Division of Services to Crippled Children (DSCC) to assist families with handicapped children to develop their full potential for health, education, and self-support through the removal of physical, social, psychological, and economic barriers. DSCC functions are carried out at the local, regional, and state level. Major services include prevention, casefinding, diagnosis, medical care and treatment, and case management. Free diagnostic evaluation services are offered to all Michigan children with a suspected handicapping condition, and treatment services are provided for all children who are medically and financially eligible. The DSCC assists families by assuming all, or part of, the cost of related treatment for the handicapping condition. Care is provided by over 3,000 professionals of whom half are specialty-trained physicians. Locally Based Services, an endeavor introduced in 1983, provide community-based support for identifying and responding to the needs of those with chronic illness and handicapping conditions and their families. Future directions include: strengthening services delivered in the community; recognizing and supporting the significant role of families in the delivery of care; improving coordination between specialty and community care; and improving operational efficiency. (Author/CB)

ED 286 308 EC 200 486

Friedman, Brenda G.; And Others
Test Preparation and Test Taking Techniques. Postsecondary Intervention Model for Learning Disabilities. Study Manual #1.
Nebraska Univ., Lincoln. Barkley Memorial Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 19p.; For other manuals in this series, see EC 200 487-490.
GRANT- G008435130
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Students; Higher Education; *Learning Disabilities; *Notetaking; Response Style (Tests); *Study Skills; Test Anxiety; Test Coaching; *Test Wiseness; *Tutoring

The booklet offers techniques to help language learning disabled college students and their tutors improve test-taking performance. The importance of mastering time management and study skills is stressed. Basic notetaking guidelines are presented, including use of a two-column system so that material on the right may be consolidated and interpreted on the left. An example of such an approach is offered. Use of charts, diagrams, and simple line drawings is discussed, as is the need for continual repetition and drill along with other memory aids. Suggestions for better test performance focus on the following test types: true-false, multiple choice, matching questions, sentence completion, and essays. Examples of each type are offered along with recommended approaches to the type of test. Key words in essay questions are listed and explained. Students are advised to proofread answers before turning tests in and to review patterns of errors on returned tests so as to better direct their study habits for future exams. (CL)

ED 286 009 CE 048 292

Eriksen, Michael P.
Cancer Prevention Programs in the Workplace. WBGH Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- 87
NOTE- 68p.; For related documents, see CE 048 293-305.
AVAILABLE FROM- Prevention Leadership Forum, Washington Business Group on Health, 229 1/2 Pennsylvania Avenue, SE, Washington, DC 20003 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Cancer; Corporate Education; Cost Effectiveness; Disease Control; *Employee Assistance Programs; Employer Employee Relationship; Hazardous Materials; *Health Programs; Identification; Occupational Safety and Health; Personnel Policy; Physical Fitness; *Prevention; Preventive Medicine; Screening Tests; Smoking; *Well Being
IDENTIFIERS- *Wellness Programs

When employees develop cancer, businesses bear not only the direct medical costs of the disease, but also the indirect costs associated with lost work time, disability payments, loss of a trained employee, and retraining. Research has confirmed that aggressive prevention and screening programs can be, and indeed are, effective in limiting the number and severity of cancer cases. Primary prevention and early detection programs are two important ways of combatting cancer. Primary prevention programs can be aimed at reducing smoking, improving diet, and reducing exposure to occupational hazards. Early detection programs could concentrate on screening for breast, colorectal, uterine, and/or lung cancer. The National Cancer Institute has encouraged industry to offer health promotion programs and screening programs to employees, collaborate with employee groups to promote worksite health promotion programs, monitor employee use of measures to prevent exposure to carcinogens in the workplace, offer on-site food options congruent with cancer prevention, and develop insurance policies that reward risk-avoidance behaviors. (Twenty-three examples of companies that have developed cancer prevention programs and a list of resource organizations and materials devoted to cancer prevention are included in this document.) (MN)

ED 286 342 EC 200 526

Severs, Mary K.
Computer Technology and Academic Skill Training for Improving Disabled Students' Academic Performance: Applications and Limitations.
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Assistive Devices (for Disabled); *Basic Skills; College Students; *Computer Assisted Instruction; *Computer Software; *Disabilities; Hearing Impairments; Higher Education; Learning Disabilities; Physical Disabilities; Visual Impairments
IDENTIFIERS- University of Nebraska Lincoln

The Educational Center for Disabled Students at the University of Nebraska-Lincoln is designed to improve the academic performance and attitudes toward success of disabled students through computer technology and academic skills training. Adaptive equipment interventions take into account keyboard access and screen and voice output. Non-adaptive equipment needs, those not originally designed for the disabled, have also been examined. Examples of the latter type include optical scanning devices, lap computers and silent typewriters for notetaking, and a mouse input device for drawing. The computer and various kinds of software are used as skill training interventions to overcome such difficulties as inability to manipulate writing tools, inability to see materials and format written script on paper, and difficulty producing readable text due to letter transformations, organization, and spelling problems. (CL)

ED 286 326 EC 200 506

Bach-Y-Rita, Paul; Hughes, Barry
A Modified Optacon: Towards an Educational Program.
PUB DATE- 85
NOTE- 8p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistive Devices (for Disabled); Blindness; Cognitive Development; *Electromechanical Aids; Partial Vision; *Perceptual Development; *Tactile Adaptation; *Visual Impairments
IDENTIFIERS- *Optacon

The paper reviews the effects of absence of vision on perceptual functioning and considers ways in which a modified Optacon (which translates images into tactile presentations) can help visually impaired persons acquire critical cognitive and perceptual knowledge. Background research with the Tactile Vision Substitution System, a system for converting an optical image into a tactile display, is reviewed. Modification of the standard Optacon is described, and its use in exploring three dimensional objects is noted. Supplementary uses, such as pictorial representation of illustrations and signature development, are also considered. (CL)

ED 285 969 CE 046 657

Nickse, Ruth S.; Englander, Nancy
Collaborations for Literacy. An Intergenerational Reading Project. Administrator's Handbook.
Boston Univ., Mass.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Student, Community and Adult Services.
PUB DATE- Oct 85
NOTE- 173p.; For a related tutor's handbook, see CE 046 658.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Adult Students; Childrens Literature; Classroom Techniques; *College Students; Educational Finance; Functional Literacy; Guidelines; Higher Education; Literacy Education; Parent Child Relationship; *Reading Instruction; Teaching Methods; *Tutoring; Tutors; Work Study Programs
IDENTIFIERS- Boston University MA; *Collaborations for Literacy; Reading Rainbow

"Collaborations for Literacy" is a project conducted at Boston University (Massachusetts) that uses college work-study students to teach adults to read through reading to and with a child. This instruction is provided at two Boston neighborhood sites (Jackson-Mann Community School and the Brighton branch of the Boston Public Library). The project uses the "Reading Rainbow" television series and its featured books as motivation and as the basis for cooperative adult-child reading activities facilitated by the college student-tutor. This administrator's handbook describes the project and provides tips for developing a work-study tutoring program on other college campuses. The book is organized in six sections. The first section provides an overview of the "Collaborations for Literacy" project in a question-and-answer format. In the second section, the problem of adult literacy and some approaches to remedying it are described. Section 3 describes the "Collaborations for Literacy" project, including staff, sponsors, and funding. In the fourth section, the tutoring approach used by "Collaborations for Literacy" is described; in the following extensive section, suggestions for setting up a similar work-study tutoring program are given. Plans are outlined in a step-by-step task-oriented way, and blank forms are provided. The final section offers insights and perspectives on adult literacy projects from the perspective of the two years of operation of the "Collaboration for Literacy" program. A bibliography is included in the guide. (KC)

ED 286 130 CG 020 214

Parker, Louise E.; Detterman, Douglas K.
Professional Interests and Scholarly Productivity of Clinical Psychology Graduate Students.
PUB DATE- 24 Aug 86
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Psychology; *Doctoral Programs; *Graduate Students; Higher Education; Psychologists; *Research and Development; *Student Interests; *Theory Practice Relationship

Most clinical training programs attempt to produce psychologists who are both skilled research scientists and practitioners. This scientist-practitioner or Boulder Model, named for the 1950 conference on clinical psychology held in Boulder, Colorado, has been the subject of much scholarly debate. A study was undertaken to examine the career goals and scholarly productivity of 176 clinical psychology graduate students from 16 doctoral programs approved by the American Psychological Association. Students were surveyed via telephone (N=140) or via mail (N=36). The survey questionnaire focused on clinical interest, research interest, teaching interest, scholarly productivity, and miscellaneous student and advisor characteristics. The results revealed that programs differed widely with respect to level of student scholarly productivity (e.g. publications), interest in research, and interest in clinical work. Across programs, substantial support was obtained for the hypothesis that individual students generally choose to specialize in either clinical work or research only and rarely choose to work extensively in both areas. Students, however, did not select research and clinical orientations with equal frequency; a predominantly clinical orientation emerged. A small number of programs seemed to produce students with equal interest in research and clinical practice. Findings are discussed in terms of their implications for the Boulder Model. (NB)

ED 286 145 CG 020 229

Garriott, L. Aileen
Therapeutic Services for Hispanic Families in Transition.
PUB DATE- Oct 86
NOTE- 9p.; Paper presented at the Annual Conference of the American Association for Marriage and Family Therapy (44th, Orlando, FL, October 23-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Adjustment Counselors; Counseling Objectives; *Counseling Services; *Family Problems; Hispanic American Culture; *Hispanic Americans; *Immigrants; Puerto Ricans; Stress Management; *Transitional Programs

Immigrant people have positive internal forces to survive in a new environment. Sometimes the symptoms of stress resulting from migration are mistakenly treated as symptoms of deeper psychopathology, particularly when cultural conflicts are part of the stress. Catholic Family Services offers counseling services for Hispanics which are sensitively tailored to fit into their patterns of relationships, enabling Hispanics to make a positive transition into the community and helping the community to accept and appreciate Hispanic cultural strengths. Stressful factors for Puerto Rican families include the inability to speak English or to read and write well in Spanish, change from a rural area to a new climate in an urban setting, the alienation caused by children's schools, and difficulties in employment. Counselors must accept the traditional family role structure and understand that the families do not see themselves as needing counseling. However, families may want help with concrete needs such as finding housing. Besides building a trust relationship with families, two types of groups have proved effective in helping Hispanics. The first type of group offers socialization skills training to children referred by schools, campus, or parents. The second type is an innovative group and outreach program for adults to help overcome stress and promote family and community bonding in newly arrived families of middle school aged children. Many families are able to reconnect with their own competence and resources; others use these groups as a bridge to traditional therapy. (ABL)

ED 286 187 CS 210 784

Moilanen, Carolyn.
The Portland Writing Project in the Portland Public Schools, Evaluation Report, 1986-87.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Apr 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; Outcomes of Education; Program Descriptions; Program Effectiveness; *Program Evaluation; Summative Evaluation; Teacher Attitudes; *Teacher Role; Writing Improvement; *Writing Instruction
IDENTIFIERS- *Portland School District OR; *Writing Development

Intended for use as a training model for writing teacher inservice efforts, this report surveys the Portland (Oregon) Writing Project which was designed specifically to improve the quality of writing instruction and the quality of student writing in Portland schools. Following an introduction that outlines the goals of the project, the report describes the project and documents its contributions to the Portland School District through teacher reports of effectiveness of the staff development/renewal efforts, through descriptions of changes made in classroom writing instruction, and through a record of participants' nonclassroom activities that serve to promote quality writing throughout the school system. The report concludes with four appendixes: (1) a description of the Oregon Writing Project at Lewis and Clark University, of which the Portland Writing Project is a satellite; (2) a list of the 1985 Portland Project fellows and advisory committee members; (3) a sample teacher survey questionnaire on the project; and (4) a summary of teacher responses to the questionnaire. (NKA)

ED 286 309 EC 200 487

Friedman, Brenda G.; And Others

Word Study: A Problem-Solving Strategy for Reading Comprehension. Postsecondary Intervention Model for Learning Disabilities. Study Manual #2.

Nebraska Univ., Lincoln. Barkley Memorial Center.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 21p.; For other manuals in this series, see EC 200 486-490.
GRANT- G008435130
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Students; *Context Clues; Higher Education; *Learning Disabilities; *Problem Solving; *Reading Comprehension; Reading Instruction; Reading Skills; Semantics; *Word Study Skills

Intended for language learning disabled college students and their tutors, the booklet examines the use of words as aids in understanding an author's meaning. Suggestions are offered to help students adopt a more comfortable and effective reading style. The first section examines ways to decipher authors' context cues for information. Eight categories into which most text-related cues fall are listed. Word structure is analyzed in terms of sound, syllables, accent, and spelling patterns. Word meaning is considered through the impact of plurals, possessives, and affixes (prefixes and suffixes). Examples are provided throughout, including a list of common roots and their meanings. (CL)

ED 285 983 CE 048 171

Career Orientation. Arkansas Public School Course Content Guide.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 87
NOTE- 9p.; For related documents, see CE 048 166-170.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Choice; *Career Exploration; Course Content; Education Work Relationship; Employer Employee Relationship; Job Application; *Job Search Methods; Minimum Competencies; Secondary Education; Skill Analysis; Skill Development; State Curriculum Guides; *State Standards
IDENTIFIERS- *Arkansas

This course content guide was developed in accordance with the Standards for Accreditation of Public Schools adopted by the Arkansas State Board of Education. The guide is offered as a framework upon which a curriculum can be built. The content guide identifies skills at three instructional levels: basic, developmental, and extensions. The basic skills are those skills that all students must master and upon which the minimum performance test items are based. Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing, and problem-solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels. This career orientation guide lists skills for the following courses: self-understanding for success in the world of work; life and decision making; preparation to study the 15 occupational clusters; exploring the 15 clusters; selective tentative career choices; planning a high school program; postsecondary education and training plans; financial plan for tentative selected occupations; how to find a job; preparing a job application, letter, and resume; conducting an interview; the first few days on the job; employer-employee relationship; legal requirements relating to work; civic responsibilities; labor unions and organizations; and management, credit, and records. (SK)

ED 285 996 CE 048 271

Zylinski, Annette; Wagner, Russell
A Project To Increase the Awareness and Potential of Nontraditional Careers and To Eliminate Disproportionate Enrollment in Vocational Education Programs throughout the System. Final Report from July 1, 1986 to June 30, 1987.
Broward County School Board, Fort Lauderdale, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 36p.; Project No. DVE 060-15170-7-3D04.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; Career Awareness; Career Choice; Information Dissemination; *Instructional Materials; Middle Schools; *Nontraditional Occupations; Postsecondary Education; Program Effectiveness; *Program Implementation; Publicity; Public Relations; Secondary Education; Sex Bias; *Sex Fairness; *Sex Stereotypes; Teaching Methods; Vocational Education
IDENTIFIERS- Florida (Broward County)

A project was conducted in Broward County, Florida, to help students ranging in age from 14 to 25 to become more openminded in regard to career options for women and to encourage them to participate in nontraditional vocational programs. Because of their generally accepted openmindedness, students in middle schools received additional emphasis. The plan attempted to inform and educate students, teachers, administrators, parents, and the public on the adverse effects of sex stereotyping, as well as the advantages of nontraditional careers through vocational education. The marketing plan included brochures, video presentations, speakers, films, posters, and personal contact. Another aspect of this project consisted of meetings with guidance representatives from 19 county middle and high schools to obtain their support in reducing disproportionate enrollments in vocational programs at both high school and postsecondary levels. During school presentations, 1,953 students were given a pretest and a posttest on their attitudes regarding sex equity. Tests, videos, brochures, and guest speakers were used to inform students of the advantages and potential in nontraditional careers. The posttest revealed that middle school students are more likely to change their attitudes than are high school students. The overall results were most encouraging in that only a very small percentage of those tested retained stereotypical thinking and sex biases after the presentation. The project found that instructional materials can be a major factor in promoting sex equity. Recommendations were made for instruction that stresses elimination of sex biases for all students and training for all school personnel in sex equity issues. (Appendices comprising about half the document include brochures, pretest, posttest, advisory committee materials, and enrollment data.) (KC)

ED 286 022 CE 048 305

Kaiser, Jerry; Behrens, Ruth A.
Health Promotion and the Labor Union Movement. WBGH Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- Jul 86
NOTE- 34p.; For related documents, see CE 048 292-304.
AVAILABLE FROM- Prevention Leadership Forum, Washington Business Group on Health, 229 1/2 Pennsylvania Avenue, SE, Washington, DC 20003 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Corporate Education; *Employee Assistance Programs; *Health Activities; *Health Programs; *Labor Education; *Occupational Safety and Health; Quality of Working Life; Staff Development; *Unions; Well Being; Work Environment
IDENTIFIERS- *Wellness Programs

This paper focuses on participation of labor unions in health promotion and health promotion programs. It begins by discussing labor unions' impact on today's work force. An overview of unions' historical concern for worker health serves as an introduction to consideration of the labor movement's current involvement in employee health. A look at labor's views of health promotion follows. Both labor's concerns and labor's hope for health promotion are addressed. Recommendations are made for involving unions in health promotion, and results of studies of the extent of union involvement in health promotion programs are provided. A prognosis is made regarding the future of union-based health promotion programs. The paper concludes with 11 examples of international, national, and local union health promotion programs. Union name and address, contact person, and telephone number are given. (YLB)

ED 286 036 CE 048 340

King, Karen N.
Mediate and Educate. Techniques.
PUB DATE- Sep 87
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Arbitration; Communication (Thought Transfer); *Communication Skills; *Conflict Resolution; *Decision Making; Decision Making Skills; Interpersonal Communication; Postsecondary Education; *Problem Solving

Mediation is a process of intervention into a dispute between two parties by a neutral third party who assists them in voluntarily reaching a mutually acceptable settlement of the issues in dispute. In a classroom setting, mediation can be a tool for teaching communication skills in a new and interesting manner. Allowing students to use newly acquired written and verbal communication skills in true-to-life situations demonstrates the practical use of what they have learned and helps them to remember the process. The sequence of steps in a formal mediation session are fact finding, defining the problem, generating options, developing a solution, and writing an agreement. Besides being a process for resolving a conflict, the five steps provide numerous opportunities for learning by adults. (Each of the five steps is analyzed, and examples of their application are given.) (KC)

ED 286 074 CE 048 424

Brod, Shirley, Comp.; Sample, Barbara J.
MELT Bibliography. Materials Correlated with the Core Curriculum Competencies of the Mainstream English Language Training Project, Office of Refugee Resettlement.
Spring Inst. for International Studies, Wheat Ridge, CO.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
REPORT NO.- ISBN-0-940723-03-4
PUB DATE- 15 Jan 87
NOTE- 293p.; For related documents, see ED 250 924 and ED 264 384.
CONTRACT- 180-84-C-0026; 180-86-C-0004
AVAILABLE FROM- Spring Institute for International Studies, 4891 Independence Street, Suite 100, Wheat Ridge, CO 80033 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Competency Based Education; *Core Curriculum; *Daily Living Skills; *English (Second Language); Instructional Materials; Postsecondary Education; Secondary Education; *Second Language Instruction
IDENTIFIERS- *Mainstream English Language Training Project

This bibliography is intended to assist teachers and administrators involved in competency-based, English as a second language (ESL) instruction. The materials included in the bibliography have been correlated with the core curriculum competencies of the Mainstream English Language Training (MELT) Project. The guide is divided into three parts. The first part outlines: (1) the MELT topic competencies (banking, community services, job search, job retention, health, housing, shopping, and transportation) as they appear in the MELT core curriculm; and (2) the MELT cross-topic competencies (clarity, directions, money, personal identification, social language, telephone, and time). The following information is provided for each competency: competency code, student performance level, competency statement, and sources covering the competency. The second part contains an alphabetical list of source materials with annotations and is cross-referenced by page numbers with the MELT competencies. The third part consists of an alphabetical list of publishers with addresses and titles of materials received from each one. (MN)

ED 286 087 CG 020 170

Mantzicopoulos, Panayota

Reasoning about School Rules: A Study of Adolescents with Antisocial Behaviors.

PUB DATE- 24 Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Aggression; *Antisocial Behavior; *Cognitive Style; High Schools; *Moral Values; Nontraditional Education; School Policy; Student Behavior; *Value Judgment
IDENTIFIERS- *School Rules

Turiel (1978, 1979) has proposed that children have distinct concepts of moral and social rules and can distinguish between them at a very early age. Assuming this perspective, a study was conducted to examine how adolescents who exhibit antisocial behaviors understand and interpret school rules with moral and social-conventional underlying themes. Subjects were 20 students attending a high school for students with serious behavior problems. Scores on the Behavior Problem Checklist classified subjects as high aggression (HA) or low aggression (LA). Subjects read and answered questions about four stories of an adolescent breaking a school rule. Two of the stories had moral themes and two had social-conventional themes. Given the existence of a school rule, subjects evaluated the transgression negatively in all four stories with the exception of the story portraying a fight between two students. In this story, subjects in the HA group reported that the act was acceptable despite the rule. In the absence of a rule prohibiting the acts, all subjects positively evaluated the social-conventional acts, and negatively evaluated the act of destroying school property. In the absence of a rule, LA subjects negatively evaluated the act of two students fighting while HA subjects positively evaluated fighting. These findings suggest that children do not have a unitary system of rules; they make conceptual discriminations between rules by reasoning on the basis of moral or conventional criteria. (NB)

Ungerleider, Steven; And Others

Assessing the Effects of Grass Roots Drunk Driving Prevention Programs: First Facts. Report from the Drunk Driving Prevention Project.

Integrated Research Services, Eugene, OR.
PUB DATE- 1 Jun 86
NOTE- 55p.
AVAILABLE FROM- Integrated Research Services, 66 Club Rd., Suite 370, Eugene, OR 97401 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accident Prevention; *Community Action; *Drinking; Information Dissemination; *Public Affairs Education; *Traffic Accidents
IDENTIFIERS- *Drinking Drivers; *Mothers Against Drunk Driving

While drunk driving has become widely recognized as a serious social problem with deadly consequences, no systematic research has been undertaken to identify the principal components of service delivery programs offered by citizen action groups in the drinking and driving movement. Mothers Against Drunk Driving (MADD), founded in 1980, now has a grass roots constituency of some 600,000 members. This study examined the various components of MADD local chapter activity. Interviews at local MADD chapters and discussions with directors at MADD's central office resulted in the development of a survey instrument which was completed by personnel at 212 local MADD chapters. A majority of respondents reported placing heavy emphasis in chapter activities on information dissemination and education. Victim assistance and establishing speakers bureaus were also rated as high priorities. Chapter leaders were predominantly victims of alcohol-related traffic accidents. Very few chapters reported making referrals to professionals for assistance; when they did, lawyers tended to be the referral of choice. MADD chapters appeared to be mostly content with their program emphases. The majority of respondents reported strong legal penalties to be the most effective deterrent to drunk driving; respondents offered little support for rehabilitation as a solution to the drunk driving problem. (Twenty-seven data tables are included.) (NB)

ED 286 116 CG 020 199

The Crisis in Homelessness: Effects on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 24 Feb 87
NOTE- 245p.; Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Childhood Needs; Children; *Family Problems; *Health; Hearings; *Homeless People; Life Style; *Poverty; *Social Problems
IDENTIFIERS- Congress 100th

This document presents witness testimonies and prepared statements from the Congressional hearing called to examine the effects of homelessness on children and families. In their opening statements, Representatives George Miller and Dan Coats emphasize that homelessness threatens the physical health and safety of children, places them at risk of developmental delays and academic failure, and causes numerous family problems. Witnesses providing testimony include: (1) Yvette Diaz, a 12-year-old girl who lives with her mother and three siblings in New York City's Hotel Martinique; (2) Valerie Mascitti, director, Homeless Project of Advocates for Children of New York City; (3) Maria Foscarinis, Washington counsel, National Coalition for the Homeless; (4) Lisa and Guy McMullan and their children who give a first-hand account of homelessness; (5) June Bucy, executive director, National Network for Runaway and Youth Services; (6) Kay Young McChesney, director, Homeless Families Project University of Southern California; (7) Nancy A. Boxill, associate professor, School of Social Work, Atlanta Uiversity, Atlanta, Georgia; (8) James D. Wright, principal investigator for the national evaluation of the Johnson-Pew Health Care for the Homeless Program; and (9) Tricia Fagan and Ciro A. Scalera from the Association for Children of New Jersey. Prepared statements, letters, and supplemental materials submitted for the record are included throughout the text. (NB)

ED 286 159 CS 008 927

Shor, Ira, Ed.
Freire for the Classroom: A Sourcebook for Liberatory Teaching.
REPORT NO.- ISBN-0-86709-197-5
PUB DATE- 87
NOTE- 237p.; Afterword by Paulo Freire.
AVAILABLE FROM- Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($13.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Creoles; Critical Reading; *Educational Change; *Educational Theories; English (Second Language); Feminism; Higher Education; *Instructional Innovation; *Literacy Education; Mathematics Education; Secondary Education; Teacher Education; *Teaching Methods; Theory Practice Relationship; Womens Studies; Writing Instruction
IDENTIFIERS- *Freire (Paulo)

Intended for teachers who wish to explore alternatives to the dominant pedagogy in the United States, and reflecting the creative enthusiasm many teachers gain from Paulo Freire's ideas, this collection of essays presents practical examples of innovative classroom work being done in Freirean education in America, as well as examinations of his critical theory. Following an editor's introduction on using Freire's ideas in the classroom, the titles of the essays and their authors are as follows: (1) "Educating the Educators: A Freirean Approach to the Crisis in Teacher Education" (I. Shor); (2) "Problem-Posing Education: Freire's Method for Transformation" (N. Wallerstein); (3) "An Interactionist Approach to Advancing Literacy" (N. Elsasser and V. John-Steiner); (4) "Illiteracy and Alienation in American Colleges: Is Paulo Freire's Pedagogy Relevant?" (L. S. Finlay and V. Faith); (5) "'Strangers No More': A Liberatory Literacy Curriculum" (K. Fiore and N. Elsasser); (6) "Monday Morning Fever: Critical Literacy and the Generative Theme of 'Work'" (I. Shor); (7) "More than the Basics: Teaching Critical Reading in High School" (N. Zimmet); (8) "English and Creole: The Dialects of Choice in a College Writing Program" (N. Elsasser; P. Irvine); (9) "The Hidden Curriculum of Survival ESL" (E. R. Auerbach and D. Burgess); (10) "Feminist Values: Guidelines for Teaching Methodology in Women's Studies" (N. Schniedewind); (11) "Critical Mathematics Education: An Application of Paulo Freire's Epistemology" (with classroom examples from a math course appended--M. Frankenstein); and (12) "Letter to North-American Teachers" (P. Freire). (An appendix by C. Brown illustrating the Freire method as originally used in northeast Brazil, a bibliography, and notes on the contributors are included.) (NKA)

ED 286 173 CS 210 513

Kang, Namjun
Alternative Methods for Calculating Intercoder Reliability in Content Analysis: Kappa, Weighted Kappa and Agreement Charts Procedures.
PUB DATE- Aug 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Analysis; *Interrater Reliability; *Measurement Techniques; Media Research; *Reliability; *Research Methodology; Theories; Theory Practice Relationship
IDENTIFIERS- Coding; Empirical Research; Kappa Coefficient; Weighted Data

If content analysis is to satisfy the requirement of objectivity, measures and procedures must be reliable. Reliability is usually measured by the proportion of agreement of all categories identically coded by different coders. For such data to be empirically meaningful, a high degree of inter-coder reliability must be demonstrated. Researchers in various disciplines such as psychiatry, biometrics, epidemiology, and medical diagnostics have employed different procedures for their own specific problems; however, researchers in communication studies have not used parallel developments in these areas. The most widely used intercoder reliability measures in communication studies--Scott's Pi and the "index of crude agreement"--are based on questionable marginal homogeneity assumptions. Without the homogeneity assumption, J.A. Cohen proposed kappa statistic, a coefficient similar to Scott's Pi. The use of kappa and weighted kappa is restricted to the cases where the number of coders is two, but later researchers extended the concept to more than two coders. S.I. Bangdiwala and Hope Bryan have developed an "agreement chart" method that can help investigators pinpoint the source of poor intercoder agreement, and in which the use of graphics aids in grasping and remembering relationships. An analysis of fictitious data further illustrates Bangdiwala and Bryan's methodology. Many of the reliability measures may be executed by using a hand calculator (for items with only three categories) or "canned" computer programs. (Charts and tables of data are included, and figures and references are attached.) (NKA)

ED 286 200 CS 210 807

Rubin, Donald L.; Dodd, William M.
Talking into Writing: Exercises for Basic Writers.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 69p.; TRIP: Theory & Research into Practice Series. For the full instructor's manual for Project Synapse, see ED 267 455.
CONTRACT- 400-86-0045
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 50055-222, $4.50 member, $5.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Content Area Writing; *Freshman Composition; *Group Discussion; Higher Education; Peer Influence; Persuasive Discourse; Remedial Instruction; Rhetorical Invention; *Speech Communication; Teaching Methods; Theory Practice Relationship; *Writing Exercises; Writing Improvement; *Writing Instruction
IDENTIFIERS- Audience Awareness; *Basic Writing; *Project Synapse; Role Reversal; Talk Write Method; Topic Units

Intended for college-level basic writers, this booklet integrates training in selected oral communication activities with writing instruction in order to improve students' academic writing. The first section discusses oral communication theory, emphasizing the underlying rhetorical abilities of invention, audience adaptation, and argumentation, to enhance group interaction in the writing classroom. The second half presents practical exercises to increase writing motivation, such as role switching, peer questioning, topic sculpting, and forensic discussion. This section concludes with an application of these exercises for use in content area writing (writing across the curriculum). (References and a selected bibliography are attached.) (NKA)

ED 286 214   CS 505 616

Tankard, James W., Jr.
Beyond Hage: Building Communication Theory by Exploring Three-Variable Relationships.
PUB DATE- May 87
NOTE- 23p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Communication Research; *Hypothesis Testing; Methods Research; Predictor Variables; *Research Design; *Research Methodology; *Research Problems; Speech Communication
IDENTIFIERS- *Variables

Building communication theory in terms of three-variable relationships is a promising route to developing better theory, because three-variable relationships stand midway between sometimes overly simplistic two-variable relationships, and the more complex path analysis. The analysis of three-variable relationships has been done in many previous research studies, but often under the rubric of "controlling for a spurious relationship." Several other important purposes in theory-building can be served by formulating and investigating three-variable relationships, including the identification of intervening processes and the specification of conditions for an effect to occur. Possible outcomes of three-variable analysis are (1) explanation, (2) internal replication, (3) interpretation, (4) interaction, and (5) additivity. Forms of three-variable hypotheses that do not seem workable include mainstreaming hypotheses, and knowledge gap hypotheses, while hypotheses with very explicit statements of the relationship between variables x and y for each condition of variable z are the types that should be more successful. With three-variable analysis, researchers must take care to replicate their results and avoid post hoc reasoning. (SKC)

ED 286 227 CS 505 693

Desjardins, Linda A.
Speech and Technical Writing: A Combined Approach.
PUB DATE- 18 Aug 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Area Writing; *Course Content; Documentation; Engineering Education; Expository Writing; Higher Education; Sequential Approach; *Speech Communication; *Speech Curriculum; Teaching Methods; *Technical Writing; Textbooks; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Speaking Writing Relationship

Since engineering graduates and other technical students are frequently expected to document their projects as well as present such material orally, a Speech and Technical Writing course was designed at a New Hampshire college to prepare students for both technical writing tasks and oral presentations of their material. The course provides an overview of the concept of communication and focuses on the importance of purpose, audience, organization and format in both writing and speaking. Instructional objectives include preparing the student: (1) to align the writing/speaking assignment with these concepts; (2) to tailor content level and organization to readers' and listeners' needs; (3) to compose a letter of introduction and a resume; (4) to select the format and layout most appropriate to writing purpose; (5) to select appropriate speech formats and visual aids; (6) to write process descriptions, physical descriptions, and definitions appropriate to audience level; (7) to deliver an introductory speech, demonstration and visually aided presentation; (8) to use an overhead projector; (9) to select appropriate graphics to support text and oral presentation; and (10) to produce and present a report incorporating these skills. This document includes a sample 15-week outline, and a description of recommended texts with an explanation of suggested assignments and their sequencing.) (JG)

ED 286 240 CS 505 706

Timberg, Bernard
"All in the Family" in Context: A Unified Model of Media Studies Applied to Television Criticism.
PUB DATE- 2 Dec 85
NOTE- 26p.; Paper presented at the Iowa Symposium and Conference on Television Criticism (Iowa City, IA, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Cultural Context; Discourse Analysis; *Mass Media; *Models; Popular Culture; *Research Methodology; *Television; Television Research; Theories
IDENTIFIERS- All in the Family; Audience Response; CBS Television; *Contextual Analysis; *Television Criticism; Television History; Television Networks

Proposing the use of a single comprehensive communications model, the Circles of Context Model, for all forms of communication, this paper shows how the model can be used to identify different kinds of criticism of the television comedy series "All in the Family" and the ways in which that criticism shifted during the show's nine-year run. Applying the model to "All in the Family," the paper uses an overview essay by critic Richard Adler at the beginning of his anthology, "All in the Family: A Critical Appraisal." Adler's essay addresses the cultural, historical, and institutional contexts of the program, taking into account the Vietnam War period, the situation at CBS, and the rise of producer Norman Lear. Continuing with the model as a frame of reference, the paper follows Adler's movement from the model's outer to inner circles of context and across the time span of the series' development, systematically traveling through the history of the series. The paper then recommends the use of the contextual model to survey larger groups of criticism that center on particular series, programs, or creative forces in television, and examines shifts in focus of media critics, journalists, and scholarly researchers over time. The conclusion of the paper reiterates the model's effectiveness in situating a communicative act in a specific time and place, as well as in describing interpretive acts that come long after the original encoding. The model is included, and 42 footnotes are appended. (NKA)

ED 286 253 CS 505 724

Logue, Brenda J.

Minority Students in CEDA Debate: Involvement, Success, and Barriers.

PUB DATE- 21 May 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Communication Research; Competition; *Debate; Higher Education; *Minority Groups; Student Attitudes; Student Organizations; *Student Participation; Student Recruitment; Teacher Responsibility
IDENTIFIERS- Cross Examination Debate Association; Forensics Tournaments

A study examined the amount of minority student participation in college debate teams and the Cross Examination Debate Association (CEDA) tournaments and minority success rates. Ten forensic tournaments from around the United States were selected and observed, and minorities were identified from tournament populations. Final result sheets and awards announcements were used to determine success rates of those minorities observed. Results showed that minorities made up 11.1% of the tournament population, with blacks comprising 6.5% of the minorities. As minorities make up 17% of higher education enrollment, there is a significant disparity in participation. However, success rates for minority participants were fairly good, with 13.9% receiving speakers' awards. There is still a noticeable lack of minorities participating in debate activities, though, and surveys of black students have suggested that such on-campus activities cater to white students, and that black students are rarely informed of such activities. To correct this problem, debate coaches must actively recruit minority participants, and make the activity accessible to minorities. Once minorities begin to appear on teams, others may be encouraged to join, and the minority voice can then be trained, supported, and heard. (Two tables of data and three pages of references are included.) (JC)

ED 286 266 EA 019 652

Reynolds, David
The Effectiveness of Selective and Non-Selective Schools: An Experiment of Nature.
PUB DATE- Apr 87
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Access to Education; Comparative Analysis; *Competitive Selection; *Compulsory Education; Educational Quality; Elementary Secondary Education; *Foreign Countries; Outcomes of Education; *Public Education; *School Effectiveness; School Size; *Selective Admission; Student Characteristics; Student Development
IDENTIFIERS- *Comprehensive Schools (Great Britain); United Kingdom

Comprehensive or nonselective schools have been in existence in the United Kingdom for over 40 years, having gradually replaced the old selective system of grammar schools for able pupils and secondary modern schools for less able pupils. In spite of their growth in numbers, comprehensive schools have been subject to continual controversy, and current government policies favor a return to forms of pupil selection and differentiation. This paper therefore begins with a review of the history of comprehensive schooling and the rationale for its adoption, and then assesses existing research into the effectiveness of selective and nonselective systems. The third section evaluates some of the effects of comprehensive schools on their pupils by examining an "experiment of nature" that occurred when a community in Wales partially reorganized its schools, leaving a third of its pupils in a selective system and putting two-thirds into new nonselective comprehensive schools. A wide range of data were collected on the pupils entering the two systems, including personality characteristics, verbal ability, mathematical ability, and nonverbal ability or intelligence. Findings are tabulated and discussed for (1) cohort intake data for selective and comprehensive systems; (2) actual and predicted outcome scores for the two systems; (3) residuals and standard deviations; (4) catchment areas of the two systems; and (5) outcome results by ability groupings. Results indicate that the significantly poorer academic and social performance of comprehensive schools is largely due to poor results with the middle third of the ability range who in the selective system attended the top streams of the secondary modern schools. A bibliography is included. (TE)

ED 286 279 EA 019 676

McMullin, Richard C.; Cain, Gary K.
Asbestos: From Beginning to End.
PUB DATE- Feb 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asbestos; *Board of Education Role; Bond Issues; *Educational Facilities Improvement; Elementary Secondary Education; *Federal Aid; Grants; *Hazardous Materials; Physical Health; Public Schools; School Community Relationship; School Districts; Waste Disposal

In conjunction with a bond proposal for energy related items, the North County Public Schools (Missouri) undertook the task of removing friable asbestos Missouri school district undertook the task of removing friable asbestos from schools. Specifications for asbestos abatement prepared by the district administrative office were reviewed by the Environmental Protection Agency (EPA). A prebidding conference allowed prospective bidders to examine each facility. In addition to requesting the usual costs of the abatement project, bidders were asked to provide previous references; a full financial disclosure; and, since insurance costs could easily be as much as one-third or more of the bid price, an insurance company's verification of insurability. Monitoring the abatement project involved periodic visits by EPA and school district officials. The district became one of four in Missouri to receive federal money, and became the only Missouri district to receive funds for the second year. To promote a positive asbestos abatement project, school districts are advised to (1) allot enough time to obtain funding; (2) prepare plans and specifications that conform to the law; (3) solicit early bids, with prebid conferences mandatory for prospective bidders; (4) have the school attorney review final contract documents; (5) monitor the project themselves in addition to other monitoring agencies or consultants; and (6) actively pursue federal money. Attached is a three-page handout summarizing the guidelines. (MLF)

ED 286 293 EC 200 470

Smith, Dawn
A Practical Guide to Play, Piaget, and Language in Preprimary Hearing Impaired Programs.
Detroit Public Schools, Mich. Dept. of Special Education.
PUB DATE- Apr 87
NOTE- 572p.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiolingual Skills; Class Activities; *Classroom Design; *Classroom Environment; Classroom Observation Techniques; Classroom Techniques; Cognitive Development; Curriculum Guides; *Demonstration Programs; Developmental Stages; Diagnostic Tests; Family School Relationship; *Hearing Impairments; Interpersonal Competence; Language Acquisition; *Piagetian Theory; Play; Preschool Education; Social Development; Teacher Role
IDENTIFIERS- Detroit Public Schools MI

This detailed curriculum guide describes a model program (the Preschool Hearing Impaired Support Center) implemented in the Detroit Public Schools' preprimary classes for the hearing impaired. The auditory-oral approach is based on the developmental philosophy of Jean Piaget and on principles of regular early childhood education programs. Section I discusses the program's overall philosophy and theoretical orientation. Section II, on the classroom environment, describes physical space arrangements, materials, and accessories, while section III covers the daily schedule, lesson plans and planning, teacher planning, and time management. Section IV explains the role of the adult; it includes strategies for facilitating learning and describes keys for teacher success. Detailed curricular objectives for cognitive, language, speech, auditory, and social development are outlined in section V. Content and materials for independent, small group, and large group activities are described in section VI. In section VII, sample objectives and examples of teacher-child interactions are used to demonstrate the integration of cognitive, language, and social learning throughout the curriculum. Section VIII presents sample observation checklists, summarizes evaluation instruments considered most useful for teachers, and includes a teacher's guide to analyzing play observations. Section IX presents objectives and specific activities for school-home-school carryover. The final section of the guide is comprised of sample forms. (JW)

ED 286 327 EC 200 507

Rucker, Chauncy N.; And Others
Establishing a Computer Network for Connecticut.
PUB DATE- 85
NOTE- 7p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; *Disabilities; Elementary Secondary Education; Special Education; *State Programs
IDENTIFIERS- *Connecticut Special Ed Computer Network Project

The goal of the Connecticut Special Education Computer Network Project is to develop and field test a special education computer network with schools and school districts within the state. SpecialNet, a national computer network of special educators, will be used as the means to achieve this goal. The project, it is hoped, will help to enhance communication among schools, the State Department of Education, and local districts, thus improving the delivery of services to handicapped students. Project activities include implementing a state electronic bulletin board on SpecialNet, developing an accompanying handbook, stimulating statewide interest in the network, evaluating equipment needs, and training school district and State Department staff. (CL)

ED 286 010 CE 048 293

Walsh, Diana Chapman; Kelleher, Susan E.
Preventing Alcohol and Drug Abuse through Programs at the Workplace. WBGH Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- Feb 87
NOTE- 53p.; For related documents, see CE 048 292-305.
AVAILABLE FROM- Prevention Leadership Forum, Washington Business Group on Health, 229 1/2 Pennsylvania Avenue, SE, Washington, DC 20003 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Alcohol Education; Alcoholism; Corporate Education; Cost Effectiveness; *Drug Abuse; Drug Education; *Employee Assistance Programs; Employer Employee Relationship; *Health Programs; Personnel Policy; Physical Fitness; *Prevention; *Well Being
IDENTIFIERS- *Alcohol Abuse; *Wellness Programs

Alcohol and drug abuse have serious physical, psychological, and social consequences, and employees who abuse alcohol and/or drugs ultimately reduce their companies' profits. Employee substance abuse leads to reduced productivity as well as to increased absenteeism, health care and health insurance costs, and liability claims against employers of persons who abuse substances. Programs to prevent substance abuse can take one of three forms. Primary prevention programs focus on changes in the environment or anticipatory education to obviate problems that are as yet undiscernible (for example, programs on the hazards of drinking and driving or policies requiring warning labels on liquor bottles). Secondary prevention involves efforts to identify and change established health risks before these risks have done irreversible harm (for example, mandatory educational programs for drivers arrested while intoxicated). Tertiary prevention programs occur at a late stage and are palliative in orientation (that is, they are a form of treatment that is geared toward preventing further harm). Possible types of primary and secondary prevention efforts can include educational and awareness activities, company policies to prevent alcohol and drug abuse (such as drug screening and drug searches), and early problem identification and referral. (Eight examples of companies that have developed successful drug and alcohol abuse prevention programs are included in this document.) (MN)

ED 286 050 CE 048 371

FE Can Really Change Your Life. The Experience of Afro-Caribbean and Asian Students in Further Education. An Occasional Paper.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-948621-83-4
PUB DATE- 87
NOTE- 47p.
AVAILABLE FROM- Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ England.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Proceedings (021)
DESCRIPTORS- *Ethnic Groups; Foreign Countries; Minority Groups; *Postsecondary Education; *Racial Discrimination; *Student Attitudes
IDENTIFIERS- *Afro Caribbeans; *Asians; Great Britain; National Union of Students

This report summarizes a seminar organized by Great Britain's National Union of Students for Afro-Caribbean and Asian students in nonadvanced further education (FE). The seminar was designed to facilitate a discussion about various aspects of participants' experiences in further education. An introduction provides background, discusses the organization of the seminar, describes participants, and outlines the topics. The transcript of the discussion that follows has been edited, and a commentary is provided. It is organized by the main topic areas: the title of the seminar ("Black Students and FE") and dissatisfaction with it; motivation for entry to FE (the importance of qualifications, parental attitudes, financial consideration); information available about FE before entry (stereotyped career advice, lack of information about FE, a black disadvantage, signs of improvement); the general experience of further education; teaching and staff (teaching and curricula, black staff); racism and anti-racist policy; student unions (college student unions, National Union of Students); impact of FE on individuals; suggested improvements (college/community communications, student input, the National Union of Students); and miscellaneous--the Youth Training Scheme. A conclusion summarizes the discussions at the seminar. Results of the participants' personal profile/questionnaire are appended. (YLB)

ED 286 062 CE 048 393

Wilson, R.; Hooper, P.
Computer Assisted Learning in Basic Adult Education. Commissioned Research.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-018-4
PUB DATE- Dec 86
NOTE- 14p.; Appendix containing survey data is not included in this document.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria, 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Computer Assisted Instruction; Courseware; *Directories; Foreign Countries; Information Dissemination; *Information Networks; *Material Development; Media Selection; *Microcomputers; National Surveys; Postsecondary Education
IDENTIFIERS- *Australia; TAFE (Australia)

A project was conducted to increase the use of microcomputers in basic adult education in Australia. The aims of the project were as follows: to establish an information network of practitioners working within Australia's Technical and Further Education (TAFE) system who have an interest in using computer-assisted learning in basic adult education; to collate a human resources directory and a register of computer hardware and software materials presently in use at TAFE institutions throughout Australia; to prepare and disseminate an information bulletin/newsletter that would assist practitioners in using computer-assisted learning in basic adult education; and to select and evaluate computer software packages presently in use in basic adult education throughout Australia. After having accomplished the first two project objectives, the project team developed the following recommendations for staff and students involved in basic adult education programs into which computer-assisted learning is being introduced: teachers and learners should spend time becoming familiar with the particular hardware being used; program managers should be sure that stand-alone packages are purchased along with hardware; authoring packages should only be considered if extensive teacher inservice and student workshops are provided; and managers should be prepared to make additional resources available to system operators once they have become well advanced. (MN)

ED 286 131 CG 020 215

Johnson-Greene, Douglas; And Others
Behavioral Management of Excessive Caffeine Consumption: Three Case Studies.
SPONS. AGENCY- Mankato State Univ., Minn.
PUB DATE- May 87
NOTE- 30p.; Paper presented at the Annual Convention of the Association for Behavior Analysis (13th, Nashville, TN, May 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Behavior Modification; Case Studies; *Change Strategies; *Health; *Nutrition
IDENTIFIERS- *Caffeine; *Self Monitoring

Although caffeine is seemingly harmless in ordinary daily intake, there has been increasing concern about the possible side effects of habitual caffeine ingestion. The excessive daily ingestion of caffeine in the form of coffee, soda pop, tea, and various medications may lead to a chronic disorder known as caffeinism. This study tested the efficacy of behavioral management of excessive caffeine consumption. Primary treatment components included changing criterion, self-monitoring, didactic information and public announcement, contingency contracting and response cost, incompatible responses, and alternative stimulation. It was expected that the three subjects would increase self-management skills and maintain appropriate caffeine consumption following treatment. Treatment and follow-up results substantiated these expectations. Subjects' daily caffeine consumption decreased from over 900 milligrams during baseline (the equivalent of over eight cups of coffee) to less than 300 milligrams during maintenance. The results appear to support the suggested effectiveness of behavioral interventions in the treatment of excessive caffeine consumption. Figures and tables are provided. (NB)

ED 286 188 CS 210 785

Dunham, Trudy
Learning Disabled College Writers Project, Evaluation Report, 1985-86.
Minnesota Univ., Minneapolis. General Coll.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 80p.; Publication of the Learning Disabled College Writers Project.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Software; *Computer Uses in Education; *Freshman Composition; Higher Education; *Learning Disabilities; *Program Content; Program Development; Program Evaluation; *Remedial Instruction; Self Esteem; Surveys; Theory Practice Relationship; Writing Apprehension; Writing Difficulties; Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- *Learning Disabled College Writers Project; University of Minnesota Minneapolis

This report describes the Learning Disabled College Writer's Project, implemented at the University of Minnesota during the 1985-86 school year and designed to aid learning disabled college students master composition skills through training in the use of microcomputer word processors. Following an executive summary, an introduction states the need for such a program, the intent of the program, and what it consists of. Section 1 of the report offers a program description, including information about microcomputer word processing training, the employment of microcomputers in freshman composition, and career exploration and transition to employment. Section 2 lists eight performance objectives, including (1) the creation of a research base, (2) curriculum design, (3) the identification of participants, (4) pilot offerings, (5) transition to employment, (6) evaluation, (7) dissemination of the findings, and (8) cyclic planning. Seven evaluation hypotheses are also included, such as the suggestion that the writing curriculum will allow learning disabled students to write at levels comparable to their nondisabled peers, and that career networking intervention will lead students to report increased motivation in academic pursuits. Section 3 contains a student profile, while Section 4 contains conclusions and recommendations. (Training guidelines, student comments, and 15 tables are appended.) (JC)

ED 286 343 FL 016 420

Pashto Basic Course. Teachers' Manual, Units 1-7.
Defense Language Inst., Monterey, CA. Foreign Language Center.
PUB DATE- Nov 86
NOTE- 214p.; For related documents, see FL 016 421-427.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Conversational Language Courses; Cultural Context; *Daily Living Skills; Family (Sociological Unit); Instructional Materials; *Interpersonal Communication; *Pashto; Second Language Instruction; *Sociocultural Patterns; *Teaching Guides; Uncommonly Taught Languages

The course in basic Pashto consists of seven units, each containing five lessons. Lesson topics include informatioh about the Pashtuns, classroom communication and behavior, greetings, telephone use, visiting someone's house, giving personal information, conversation skills, giving and getting directions, discussing everyday life, the seasons, days and times, prayer times, and the family. The teacher's manual, designed to accompany a textbook and other related materials, provides notes on teaching each lesson and specific lesson elements. At the end of each unit, suggestions and answer keys for either a quiz or a two-week test are given. (MSE)

ED 286 146 CS 008 675

Jackson, Mary, Ed.
Have a Bearable Summer-Read: An Activity Guide.
Nebraska Library Commission, Lincoln.
PUB DATE- 86
NOTE- 154p.; For the Planning Manual for this program, see CS 008 676. Provided with Library Services and Construction Act Funds.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Activity Units; Elementary Secondary Education; Library Materials; Library Science; Program Development; Reading Programs; Recreational Activities; Recreational Reading; School Libraries; *Summer Programs
IDENTIFIERS- *Bears

Designed to help librarians plan a summer reading program around the theme of bears called "have a bearable summer," this activity guide presents many activities and organizational suggestions. The first section of the guide deals with publicity and public relations, while the second section covers story time activities. The third section presents ideas for special programs, activities and projects, and the fourth section contains ideas for displays and environments on the topic of bears. In the fifth section are suggestions for bear-related craft ideas, while the sixth section lists appropriate prizes, favors, and reading stimulators that librarians can use. The eighth section lists resource catalogs, books, and supply agencies with materials on bears. The document contains many illustrations, patterns, and samples of activities. (SKC)

ED 286 310 EC 200 488

Friedman, Brenda G.; And Others

Writing: The Research Paper. Postsecondary Intervention Model for Learning Disabilities. Study Manual #3.

Nebraska Univ., Lincoln. Barkley Memorial Center.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Aug 85

NOTE- 17p.; For other manuals in this series, see EC 200 486-490.

GRANT- G008435130

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *College Students; Content Area Writing; Higher Education; *Learning Disabilities; *Research Papers (Students); *Research Skills; Revision (Written Composition); Tutoring; *Writing (Composition)

The manual is intended to help students with language learning disabilities master the academic task of research paper writing. A seven-step procedure is advocated for students and their tutors: (1) select a workable topic, then limit and focus it; (2) use library references to identify sources from which to prepare a working bibliography; (3) prepare a rough outline; (4) write and edit a first draft; (5) rework and revise the draft, including an introduction and conclusion; (6) prepare the final draft, adding references and/or footnotes; and (7) type and proofread. (CL)

ED 285 970 CE 046 658

Staryos, Michelle M.; Winig, Laura
Collaborations for Literacy. An Intergenerational Reading Project. Tutor's Handbook.
Boston Univ., Mass.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Student, Community and Adult Services.
PUB DATE- Jun 85
NOTE- 163p.; For a related administrator's handbook, see CE 046 657.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Adult Students; Childrens Literature; Classroom Techniques; College Students; Curriculum Development; Functional Literacy; Guidelines; Higher Education; *Lesson Plans; Literacy Education; Parent Child Relationship; *Reading Instruction; *Teaching Methods; *Tutoring; Tutors; Work Study Programs
IDENTIFIERS- Boston University MA; *Collaborations for Literacy; Reading Rainbow

This handbook was written by college students at Boston University (Massachusetts) about their experiences as adult literacy tutors in a program called "Collaborations for Literacy." The project teaches adults to improve their reading skills through reading to and with a child, using the "Reading Rainbow" television series and its featured books as motivation and as the basis for cooperative adult-child reading activities. This book is organized in two parts, each containing three sections. The first part provides an overview of the project. The first section describes the problem of adult illiteracy and the second section describes recruitment and training of college work-study tutors and the tutors' first experiences. In the third section, the steps involved in tutoring are discussed and tips about how to conduct an effective session are provided. This section includes a log written by a tutor about his experiences. In the second part of the book, many teaching strategies for tutoring are provided. The first section contains techniques to teach reading using any print material, although a few are specific to the "Reading Rainbow" curriculum. The second section explains the purpose of the tutor-adult-child tutoring sessions and presents sample lesson plans and a list of reading activities that can be used with an adult and child. The third section provides comprehension questions for 20 of the "Reading Rainbow" featured books. This section can be used by the tutor to check the adult's and child's comprehension of the story. (KC)

ED 285 984 CE 048 177

Miller, Pamela F., Ed.; Coady, William T., Ed.
Report of the Proceedings of the Conference on the Future World of Work (St. Louis, Missouri, October 12, 1984).
Southern Illinois Univ., Carbondale.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 12 Oct 84
NOTE- 92p.
GRANT- R-2B-26-X-4.2-522
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Vocational Education; Career Education; Ethical Instruction; *Ethics; Fused Curriculum; *Futures (of Society); *Integrated Curriculum; *Moral Values; Postsecondary Education; Secondary Education; *Values Education; *Vocational Education
IDENTIFIERS- *Vocational Ethics

A team of consultants met with personnel from the Vocational Ethics Infusion Project to discuss vocational ethics from the perspectives of the current and future world of work. This activity was undertaken with the goal of defining the domain of vocational ethics. Issues in the first session included whether the future world of work presents an optimistic scenario; implications for the social trends; the meaning, value, and understanding of justice; the discrepancy between macro economic stability and micro instability; security and creativity; the loss of the middle class and the growth of the underclass; overeducation versus miseducation; trying to match people to jobs; participatory management; problem-solving and transition skills to help students become flexible and adaptable; how one learning place reproduces the variety and diversity of workplace situations; and infusion of teaching of professional ethics. In the afternoon session, participants discussed the type of ethical beliefs or thinking skills needed by a worker facing the continuum between the scientific management model and the sociotechnical paradigm; distinctions between vocational ethics and general ethical responsibilities; features of the current work ethic; a working definition of vocational ethics; problems of infusion; and implementation of the teaching of ethics. (YLB)

ED 286 023 CE 048 308

Castro, Jesus; And Others

Bilingual Microcomputer Business Skills Course. Vol. I. Joint Lesson 1-7.

Hacer Hispanic Women's Center, Inc., New York, NY.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 387p.; For related volumes, see CE 048 309-310.
GRANT- G008620006
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Clerical Occupations; Competency Based Education; *Computer Literacy; *Computer Oriented Programs; Curriculum Guides; Job Skills; Keyboarding (Data Entry); Learning Activities; Limited English Speaking; *Microcomputers; *Office Occupations Education; Postsecondary Education; Secondary Education; Spanish Speaking; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- *Occupational Literacy

This curriculum guide for the Bilingual Microcomputer Business Skills Course reflects modern office practices and technology and encompasses 19 joint lessons. This volume, one of three, contains seven competency-based joint lessons, the focus of which is on mastering specific tasks needed to accomplish the job of the occupational cluster of clerical worker while also learning job-related English as a second language (ESL). The language level of the lessons is designed for a trainee with high-intermediate to advanced levels of English language proficiency. Teacher materials include a curriculum outline. Each joint lesson includes these components: a cover sheet (identifying related communicative task, vocational task, performance objective, steps and technical knowledge, technical terms, language functions, language structures, tools and materials, background knowledge, safety, attitudes, learning activities and resources--vocational and job-related ESL); technical terms sheets; information sheets; operation sheets; job sheets; activity sheets; and performance evaluation sheets. The seven joint lessons/tasks are: boot an Apple II Plus microcomputer; correct typographical errors in a letter; open, name, and save a file, rename or delete a file; type, save, and print a memorandum on a microcomputer; type, save, and print a letter on a microcomputer; type, save, and print a manuscript on a microcomputer; and edit a heavily proofread text and save on a microcomputer and then print with 100 percent accuracy. (YLB)

ED 286 037 CE 048 342

Murphy, Brian P.; Swanson, Richard A.

Auditing Training and Development. Training and Development Research Center. Project Number Nineteen.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- May 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audits (Verification); Cost Effectiveness; *Evaluation Criteria; *Evaluation Methods; *On the Job Training; Postsecondary Education; Program Effectiveness; *Program Evaluation; Program Validation; *Staff Development

Although there are many reasons to evaluate training and development (T & D) programs, it is often time-consuming and expensive to do so. However, evaluations can be conducted by an auditing approach. The auditing approach to evaluating T & D offers three advantages. Auditing is quicker and less expensive than traditional methods, and it uses a format that is easily understood by managers. Auditing can be used to pinpoint areas where further examination is warranted. Repeated auditing also serves as an incentive for producing high quality T & D efforts. One form of T & D auditing is a third-party evaluation based on critical questions and samples of information that fall into five categories: compliance, process, operations/financial, trainees, and business results. The audit process requires six steps: (1) establish objectives for each category of the audit; (2) describe what the auditor expects to find; (3) determine data collection procedures; (4) collect data samples; (5) report what was found in relation to expectations; and (6) write and report conclusions. Auditing's greatest value to the organization is in providing an unbiased third-party view of how, when, and where T & D contributes to the organization. (A summary of an audit of a supervisory training program in a manufacturing firm is provided as an example.) (KC)

ED 286 088 CG 020 171

Scharlach, Andrew E.
Organizing and Leading Caregiver Support Groups.
PUB DATE- Apr 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Coping; *Group Dynamics; Group Membership; Group Structure; *Leaders; *Leaders Guides; Leadership Responsibility; Self Help Programs; *Social Support Groups; Stress Management
IDENTIFIERS- *Caregivers

This guide was designed to help individuals interested in developing caregiver support groups. It begins with an overview of the caregiving situation, identifying stresses associated with caregiving and factors which have been shown to moderate stress. Purposes of a support group are discussed; differences between support and therapy groups are explained; and structural aspects of support groups are described, including the format of the group, group membership, open or closed membership groups, time-limiting, and group size. The role of leading a support group is discussed. Three developmental stages of groups are identified: orientation, evaluation, and action. Outreach, internal communications, sponsorship, leadership training, and evaluation are discussed as they relate to group maintenance. Seven topics are addressed in the final section on pitfalls and special issues: (1) member burnout; (2) leader burnout; (3) resources; (4) new members; (5) social functions; (6) controlling members; and (7) social action. The guide concludes by stating that support groups can assist their members to achieve personal and group goals related to increased feelings of competence and effectiveness in the caregiving role. (NB)

ED 286 103 CG 020 186

Bloch, Steven A.; Ungerleider, Steven
The University Chemical Dependency Project: Final Report.
Integrated Research Services, Eugene, OR.
PUB DATE- 1 Nov 86
NOTE- 160p.
AVAILABLE FROM- Integrated Research Services, 66 Club Rd., Suite 370, Eugene, OR 97401 (free).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcoholic Beverages; *College Programs; *College Students; *Drinking; *Drug Abuse; *Drug Use; Higher Education; Intervention; Prevention

To cope with changes in the way that alcohol and drugs are used and abused, college administrations have altered their appproaches to dealing with the problem. This study surveyed 971 students, faculty, and staff members of one university to assess: the level of alcohol and drug use and abuse at the university; factors associated with substance abuse; and the level of awareness and satisfaction with prevention, educational services, and treatment programs available on campus. This final report presents findings from the study. The first two sections of the report describe and analyze the context of the university's substance abuse program. Alcohol and drug use and abuse on U.S. campuses are discussed, approaches designed to alleviate alcohol and drug problems on campus are described, and the components of the university's program are compared to those at other universities. The next section delineates basic research issues to be investigated in the study, presents a general model of alcohol use and abuse, and explores the study methodology. Results are provided in the next section. A discussion and conclusion section assesses and interprets major findings of the study, comparing some of the findings to those obtained in a national study of alcohol use and abuse at colleges in the United States. One figure, 50 tables, and the survey questionnaire are included. (NB)

ED 286 117 CG 020 200

Stewart B. McKinney Homeless Assistance Act. Conference Report To Accompany H.R. 558. House of Representatives, 100th Congress, 1st Session.

Congress of the U.S., Washington, D.C. House.

REPORT NO.- House-R-100-174-87-1

PUB DATE- 19 Jun 87

NOTE- 109p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Disabilities; *Family (Sociological Unit); *Federal Aid; *Federal Legislation; *Homeless People; *Human Services; Individual Needs; Older Adults

IDENTIFIERS- Congress 100th; Proposed Legislation

This document presents a conference report submitted to accompany the Stewart B. McKinney Homeless Assistance Act (H.R. 558). It contains recommendations developed by the committee of conference on the disagreeing votes of the two Houses of Congress on the amendment of the Senate to the bill (H.R. 558) to provide assistance to protect and improve the lives and safety of the homeless with special emphasis on the elderly, handicapped, and families with children. Material is included which is intended to replace material submitted by the Senate amendment to the bill. Following the changes in the bill, there is a joint explanatory statement of the committee of conference submitted to the House of Representatives and the Senate in explanation of the effect of the action agreed upon by the managers and recommended in the conference report. Differences between the House bill, the Senate amendment, and the substitute agreed to in conference are noted in the statement. (NB)

ED 286 174 CS 210 571

Lacy, Stephen
The Impact of Intercity Competition on Daily Newspaper Content.

PUB DATE- Aug 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Competition; Content Analysis; *Layout (Publications); Media Research; *Metropolitan Areas; *Newspapers; News Reporting; *Suburbs; Theories
IDENTIFIERS- Editorial Policy; Market Research; Newspaper Circulation

A study examined whether intercity competition affects the content of daily newspapers and whether the content profile is consistent with the umbrella competition theory elaborated by James N. Rosse. Rosse's theory hypothesized four layers of newspaper competition--large metropolitan dailies, satellite daily papers, suburban dailies, and weekly newspapers and shoppers' papers. The current study hypothesized that as the intensity of umbrella competition increases, the following occurs: (1) amount of space devoted to news and editorial matter increases; (2) amount of space devoted to local news, editorial space and to staff copy increases; and (3) staff size and number of wire services carried increases. It was also hypothesized that suburban daily newspapers will carry more local news and editorial material than satellite city daily papers, which in turn will carry more than daily metropolitan papers. A randomly stratified sample of 114 newspapers was analyzed and coded. Results indicated that the first two hypotheses were partially supported, but the third hypothesis was not. Findings also showed that suburban daily newspapers had a significantly larger percentage of news section available for news, a smaller percentage of news space given to foreign news, a larger percentage of space given to county news, and smaller circulation than did metropolitan dailies. Satellite dailies had a larger percentage of space for county news than did metropolitan dailies, as well as less space for editorials addressing city issues. (Tables of data are included, and notes are attached.) (NKA)

ED 286 201 CS 210 809

Polanski, Virginia G.
The Buddy System: A Step toward More Reliable Grading.
PUB DATE- 7 Aug 87
NOTE- 13p.; Program presented at the Annual Meeting of the Conference for Writing Program Administrators (Logan, UT, August 7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Freshmen; *Cooperation; *Evaluation Methods; *Freshman Composition; Grading; Higher Education; Inservice Teacher Education; Teacher Student Relationship; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Collaborative Teaching

Designed to help teachers in writing programs collaborate to reach a consensus on grading standards for freshman essays, the "Buddy System" was instituted on a voluntary basis at a Pennsylvania college with an English department with a traditional literature orientation. To participate, the instructors were required: (1) to choose at least one buddy; (2) to design a writing assignment together; (3) to give this assignment to the classes of all the instructors involved; (4) to determine primary traits together; (5) to choose papers at random; (6) to rank papers by letter grade; (7) to discuss and record distinguishing features as secondary traits; (8) to divide total papers so that each paper would be read by two raters; (9) to discuss papers on which the raters disagreed; and (10) to fill out a form about the process. Eighty-five percent of the faculty participated, including teaching assistants and adjunct and senior faculty. Participants at all levels of experience reported that they all learned about their grading idiosyncracies, and even senior faculty continued to use their "buddies" as consultants in grading questionable papers. Using the "Buddy System" helped to even out grade distribution in the department and reduced the number of students dropping courses taught by "hard" graders. Other benefits are that the program encourages instructors to view writing as a social act and become aware of the legitimacy of different writing styles, and that it encourages faculty at different levels to work together in a non-threatening environment. (SKC)

Penn, Ray
"When God Is Manly, All Men Are God-Like": A Rhetorical Analysis of the Protestant Christian Feminist Movement.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; Christianity; *Communication (Thought Transfer); Cultural Influences; *Dissent; *Feminism; Language Usage; *Models; Persuasive Discourse; *Protestants; *Rhetoric; Sex Bias; Social Influences; Social Problems; Social Values
IDENTIFIERS- *Feminist Scholarship

In order to create the ethos of a social "movement," a collective must show that it is moving (1) against something (an enemy); (2) towards something (a vision of possibility); (3) from something (situation of origin); and (4) with something (an ever-expanding collection of people). When applied to protestant Christian feminism (as represented by V. Mollenkott, D. Carmody, R. Ruether, and others), this model shows the movement's structure, its progress and it's future crisis points caused by an imbalance in one of the four processes. In the movement against, protestant Christian feminism's confrontational rhetoric targets the exclusively male language of the traditional church, and seeks to "castrate" sexist religious discourse by revising liturgical wording and redescribing religious experience in female metaphors. In the movement towards, Christian feminism's visionary rhetoric projects, with limited success, an androgynous reconstruction of socio-economic relationships in a communal society based on ecological and feminine principles. In the movement from, Christian feminist consciousness raising rhetoric creates the shared experience of past enslavement, common pain, and direct or indirect complicity and integrates it in cathartic worship. In the movement with, Christian feminism's mobilizational rhetoric uses various strategies, sometimes bordering on separatism, to increase membership, train leaders and publicize its presence. The visionary dimension of the ethos is the weakest, appearing grandiose and paralyzing, and must be improved for the group to maintain the ethos of movement. (JG)

ED 286 228 CS 505 694

Colbert, Kent R.
The Effects of CEDA and NDT Debate Training on Critical Thinking Ability.
PUB DATE- Nov 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Comparative Testing; *Critical Thinking; *Debate; Higher Education; Logical Thinking; Persuasive Discourse; Speech Curriculum; Test Interpretation; Test Results
IDENTIFIERS- Cross Examination Debate Association; Debate Formats; *Debate Strategies; National Debate Tournament; *Watson Glaser Critical Thinking Appraisal

A study examined whether intercollegiate debating enhances the critical thinking ability of participants and investigated whether users of the two existing styles--National Debate Tournament (NDT) and Cross Examination Debate Association (CEDA)--differed significantly from each other and from nondebaters in their critical thinking skills. Four null hypotheses guided the study: (1) there is no significant difference between CEDA and NDT debaters' scores on the critical thinking appraisal; (2) there is no significant difference in critical thinking scores between schools participating in different styles of debate; (3) there is no significant difference between the scores of CEDA debaters and nondebaters; and (4) there is no significant difference between the scores of NDT debaters and nondebaters. Participants at eight colleges and universities, two of which used exclusively the CEDA style, two the NDT style, and four of which used both, completed the Watson Glaser Critical Thinking Appraisal (WGCTA) test. Pretest and posttest scores were taken for debaters and control groups of nondebaters. Results indicated that debaters who used either style outscored nondebaters on the WGCTA, and that NDT debaters outscored CEDA debaters, but that this outcome may be unreliable due to a larger NDT sample size. (References and two tables are included.) (JC)

ED 286 254 EA 019 556

Schmuck, Patricia A.

Gender: A Relevant Concept for Educational Leadership.

PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; *Equal Opportunities (Jobs); *Leadership; *Research Problems; *Sex Bias; Sex Differences; *Sex Stereotypes

Educators' disenchantment with administrative training has prompted a critical reappraisal of the knowledge base used to prepare school leaders. This paper urges the inclusion of the gender concept in discussions of research agenda for school administrators. With gender serving as an effective sorting mechanism for both clients and professionals, one might ask how school leadership will be transformed by paying attention to gender and to the developing scholarship about women. This new scholarship can help determine the psychological and institutional factors deterring women from pursuing administrative positions, disclose sex differences in leadership performance, explain workforce segregation, and develop new critical analyses on leadership. This paper explores "feminist phase theory" as a useful developmental model. The five phases are (1) exclusionary or androcentric thinking (excluding gender and applying generalizations about men to women); (2) compensatory thinking (seeking female counterparts to male success); (3) women as deficient (psychological thinking, or focusing on sex differences and viewing women as exceptions to the male norm); (4) women as oppressed (system thinking, or exploring organizational and institutional processes that treat women differently from men); and (5) the new scholarship (focusing on gender, including women and men as subjects for and objects of study, and offering a corrective and transformative viewpoint). Several research and teaching considerations are summarized. Included are 49 references. (MLH)

ED 286 280 EA 019 678

Small, Marlene B.; Briggs, Dora K.
Scenarios as Research Tools for Investigating Social Issues. Studies in Educational Administration Number 45.
Commonwealth Council for Educational Administration, Armidale (Australia).
REPORT NO.- ISBN-909086-46-X
PUB DATE- May 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Foreign Countries; Management Games; *Principals; Research Design; Role Playing; *Sex Discrimination; Simulation; Situational Tests
IDENTIFIERS- *Administrator Behavior; Australia

This paper describes an experiment in using the "scenario," a concept parallel to that of the case study, as a research tool for obtaining information about possible sex discrimination in personnel decisions by high school principals in South Australia. A review of the literature indicated that in spite of legislation aimed at elimination of sex discrimination and the creation of agencies to enforce this legislation, sex role stereotyping in work roles for men and women was still commonplace. Accordingly, researchers used a survey-experiment research design to ascertain the existence, extent, and nature of sex discrimination in situations demanding personnel decisions. Respondents assumed the role of executive vice president in a hypothetical organization and were provided with 11 scenarios requiring managerial decisions involving selection, promotion, development, supervision, discipline, and various kinds of personal conflicts. Two versions of the questionnaire were prepared, with sex roles reversed for key figures in each scenario. Findings, displayed in tables, reveal that some scenarios present no difficulties regarding the principal's decision, whether the staff member is a male or female teacher. Although replies to Scenario 6 implied that decisions on personal problems are likely to indicate sex discrimination, and replies to Scenario 9 implied that a man's career was considered more important than that of a woman, findings did not support any general conclusion that school principals consistently differentiate between men and women in their personnel decisions. (TE)

ED 286 294 EC 200 471

Duckman, Robert; Tulloch, Deborah
Relation of Infant Vision to Early Cognitive and Language Status.
PUB DATE- 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Concept Formation; *Downs Syndrome; *Expressive Language; Infants; *Object Permanence; *Vision; Vision Tests; *Visual Impairments

Relationships between infant visual skills and the development of object permanence and expressive language skills were examined with 31 infants in three groups: visually typical, visually atypical, and Down Syndrome. Measures used to evaluate visual status were: forced preferential looking, optokinetic nystagmus, and behavioral. Object permanence scores were obtained from the Uzgiris-Hunt Ordinal Scales of Psychological Development and expressive language scores from the Bzoch-League Receptive-Expressive Emergent Language Scale. A relationship between intactness of binocular vision and performance on tasks measuring concepts of object permanence emerged for the visually typical and visually atypical infants. No support for a relationship between intactness of binocular vision and performance on tasks measuring expressive language skills was found for any of the groups. Down Syndrome infants demonstrated a typical, although delayed, developmental sequence for object permanence and expressive language skills and a low incidence of visual deficits. The observed cross-validation of information obtained on visual status and level of object permanence skills confirmed the value of collaborations between vision science and education. (Author/CL)

ED 286 328 EC 200 508

Joseph, John J.
Developing a Computer-Based Learning Tool for Handicapped Students.
PUB DATE- 85
NOTE- 5p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Assistive Devices (for Disabled); Communication Aids (for Disabled); *Computer Assisted Instruction; *Computer Software; Learning Laboratories; *Physical Disabilities; *Program Development; Secondary Education; Severe Disabilities; Technological Advancement; Time on Task; Vocational Education

A computer-based system was developed for physically handicapped students using a learning laboratory to develop prerequisite skills for regular vocational or technical courses. Among criteria developed for the system were that it should not require manual dexterity, should use commercially available and reasonably priced hardware and software, and should provide means for communication. Three applications packages were installed after months of experimentation and development. Evaluation of the results revealed improvements in student achievement and significant increases in time on task. It is concluded that field development of computer-based systems which serve a particular group of needs is both possible and practical. (CL)

ED 285 997 CE 048 272

Vocational Education Support for Single Parents and Homemakers. Final Report from 7/1/86 - 6/30/87.
Miami-Dade Community Coll., FL. North Campus.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 181p.; Project No. DVE 132-15170-7-2D02.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Programs; Career Education; *Career Guidance; *Displaced Homemakers; Females; Job Skills; Job Training; *Nontraditional Occupations; *One Parent Family; Vocational Education; *Womens Education

A single parent and homemaker project was established at Miami-Dade Community College (North Campus) to promote nontraditional vocational education. The primary thrust of the project was directed toward those who required economic self-sufficiency with a minimum amount of time spent in college training programs. Generally, the goals of the project included recruiting single parents and homemakers into vocational education programs that would provide them with improved employment prospects and advancement possibilities. Emphasis was given to nontraditional career areas that offer a high wage potential. Personal, academic, and career counseling was offered in conjunction with support groups, workshops, and classes. Employability skills training was also made available, as well as employment counseling and referrals. A total of 175 clients of all ages and ethnic backgrounds were given a variety of services, including vocational career counseling to enable them to meet their goals of self-sufficiency and personal advancement. (Appendixes, amounting to over one-half of the report, include correspondence, forms, contact information, a list of prospective employers for job referral, and an 83-page career manual that offers information on 22 nontraditional career options.) (YLB)

ED 286 075 CE 048 427

Allen, Judy L.
Consumer Issues: Credit Usage, Money Management, and Bankruptcy.
PUB DATE- 87
NOTE- 9p.; Paper presented at the National Vocational Home Economics Education Conference (Denver, CO, February 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Consumer Education; *Credit (Finance); *Curriculum Development; *Financial Problems; *Money Management; Secondary Education; Trend Analysis
IDENTIFIERS- *Bankruptcy

During the past 10 years, consumers have experienced a substantial growth in credit and an unprecedented increase in the rate of inflation. As increases in credit usage continue to outpace increases in real income and as savings rates decline, consumers are increasingly likely to suffer financial problems and are increasingly in need of money management skills. Data from a 1977 study of the characteristics of individuals who file for bankruptcy and from a 1984 study of nonbusiness bankruptcy in Texas offer valuable insight into the types of individuals likely to experience serious financial problems and the areas that need to be addressed in high school courses dealing with money management and credit usage skills. Such courses should stress the following: the fact that it is the average-income, white male between the ages of 30 and 40 who is most likely to file for bankruptcy; the importance of developing a personal budget and keeping personal financial records; the need to view families as minibusinesses; the importance of savings accounts and health insurance; the necessity of evaluating the cost of items in relation to their value; the effects of inflation on money management; and the necessity of adjusting consumption to offset job- and inflation-related changes in income. Students should be exposed to information about debt-load capacity, alternative sources of credit, and the importance of communicating with creditors when debts cannot be paid on time. (MN)

ED 286 241 CS 505 710

Soenksen, Roger A.
The Uncomfortable Marriage: Evangelism and Feminism's Fight against "Dirty Books."

PUB DATE- Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Christianity; Civil Rights; Civil Rights Legislation; *Conservatism; Family Environment; Federal Legislation; *Feminism; Freedom of Speech; *Lobbying; Mass Media Effects; Persuasive Discourse; *Political Power; *Pornography; Social Problems; Traditionalism; Violence
IDENTIFIERS- Causal Inferences; Cause Effect Relationship; Evangelical Christians; Meese Commission on Pornography

During 1986, a movement against the production and sale of pornography brought together two extremely different factions--radical feminists and evangelical church groups. The two groups' reasons for attacking pornography and their tactics in attempting to halt its production and distribution differ significantly. Feminists have argued that pornography is a systematic way for men to oppress women and perpetuate the myth that women secretly enjoy sexual abuse. They have sought evidence of a cause and effect relationship between the consumption of pornography and violence against women, citing, among other sources, the final report of the Attorney General's Commission on Pornography. They have unsuccessfully supported legislation against pornography on the grounds that such material violates women's civil rights. Evangelicals have been more successful in convincing legislators to censor pornography. They, too, have looked toward empirical research, seeking evidence that pornography undermines the family. Their ability to convince legislators of pornography's harmful effects has caused the removal of "Playboy" and other magazines from convenience stores and libraries, and, in one case, the banning of 64 "explicit" books from schools. The evangelical groups' economic approach seems to be more effective, but the feminist tactics could be more successful if they modified their definitions of pornography to more closely approximate previous definitions. (Thirty-eight endnotes are included, and a model civil rights law drafted by feminists is included.) (JC)

Pashto Basic Course. Writing Manual to Accompany Units 3-7.
Defense Language Inst., Monterey, CA. Foreign Language Center.
PUB DATE- Nov 86
NOTE- 299p.; For related documents, see FL 016 420-427.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Alphabets; Course Content; *Handwriting; Instructional Materials; *Pashto; *Phoneme Grapheme Correspondence; Phonology; Second Language Instruction; Uncommonly Taught Languages; Writing Exercises; Writing Instruction; *Written Language

The writing manual for a course in basic Pashto teaches the Pashto alphabet: the letters, their sounds, their names, and their shapes in various combinations with other letters. Each lesson, designed to take one class hour, consists of a presentation of the material to be learned, exercises using that material, exercises reviewing previously learned material, and a self-test. (MSE)

ED 286 011   CE 048 294

Yenney, Sharon L.
Employees as Leaders/Decision-Makers in Worksite Wellness Programs. WBGH Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- Apr 86
NOTE- 62p.; For related documents, see CE 048 292-305.
AVAILABLE FROM- Prevention Leadership Forum, Washington Business Group on Health, 229 1/2 Pennsylvania Avenue, SE, Washington, DC 20003 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Corporate Education; Cost Effectiveness; *Decision Making; *Employee Assistance Programs; *Employee Responsibility; Employer Employee Relationship; *Health Programs; Leadership; Personnel Policy; *Physical Fitness; *Well Being
IDENTIFIERS- *Wellness Programs

Companies are promoting employee leadership and decision making in their worksite wellness programs for the following reasons: to make the best use of limited resources, to increase programs' chances for success by fostering employee ownership of program plans, to help integrate positive health and safety features into workplace policies and practices, to allow employees to adapt corporate wellness programs to meet the needs and situations at individual nonheadquarters sites, to encourage support for those employees who have made health behavior changes, to accommodate the needs and interests of employee groups, and to develop a corps of health enthusiasts who can motivate other employees. Employee leaders can become involved in worksite wellness programs in a number of ways, including committees, employee associations, and support and other special groups. They can also work with programs' teachers and assistants and those individuals responsible for planning and building worksite wellness program facilities, and they can take an active part in the coordination and communication processes entailed in developing and implementing a worksite wellness program. Organizational development research has revealed a number of societal, leadership, and management trends that have confirmed the feasibility of using employee leaders to plan and conduct worksite wellness programs. (Twelve examples of companies in which employees assume an active leadership and decision-making role in their company's worksite wellness program are included in this document.) (MN)

ED 286 051 CE 048 372

Pre-Vocational Education: An Inside Story. A Study on the Introduction of Pre-Vocational Education into a Youth Custody Centre.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-948621-93-1
PUB DATE- 87
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Career Education; *Career Exploration; *Correctional Education; Demonstration Programs; Foreign Countries; *Prevocational Education; Program Development; Program Implementation; Secondary Education; Vocational Education; Youth Problems; Youth Programs
IDENTIFIERS- Great Britain

This report describes a pilot project to introduce a vocational preparation scheme into a youth custody center in Great Britain. The experimental project was evaluated to produce guidelines for similar developments in other young offender establishments. An introduction precedes two chapters that describe Everthorpe, the youth custody center for young male offenders, and City and Guilds 365 Vocational Preparation, a scheme to allow young people to explore a range of vocational activities. Chapters 4-7 discuss why the Vocational Preparation 365 course was chosen, setting up 365 in Everthorpe, continuing staff support and development, and running 365. Chapter 8 highlights issues arising from the introduction of vocational preparation schemes, including implementation that was satisfactory to the City and Guilds of London Institute and Everthorpe, a changed regime at Everthorpe, staff training, staff attitudes, effects on regime and management, production of assignments (teaching materials), and constraints of a penal establishment. Chapters 9-12 address progression beyond 365 or Certificate of Pre-Vocational Education (CPVE), changeover to CPVE, and local education agency support. A conclusion contains a model plan of action. Appendixes, amounting to approximately three-fourths of the report, include project materials, a guide to preparing an assignment, and case studies of three Everthorpe trainees. (YLB)

ED 286 063 CE 048 396

Cyert, Richard M., Ed.; Mowery, David C., Ed.
Technology and Employment. Innovation and Growth in the U.S. Economy.
National Academy of Sciences - National Research Council, Washington, DC. Committee on Science, Engineering, and Public Policy.
REPORT NO.- ISBN-0-309-03744-1
PUB DATE- 87
NOTE- 238p.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($19.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Blacks; Diffusion (Communication); Dislocated Workers; Economic Change; *Employment; Entry Workers; Females; Job Skills; Labor Market; Labor Needs; Labor Supply; Public Policy; *Technological Advancement; *Technology Transfer; *Unemployment; *Vocational Adjustment

This report analyzes the contribution of technological change to employment and unemployment. An executive summary emphasizes the importance of technology to U.S. economic welfare and summarizes findings, options, and recommendations. Chapter 1, the introduction, tells of the effect of technological change on employment and presents the organization of the report. Chapter 2 describes the process of technological change. Chapter 3 discusses how technology, labor supply, and labor demand affect the impact of technological change on employment in an open economy. Chapter 4 considers the impact of technological change on employment, wages, and job skill requirements. The employment and economic status of entrants to the labor force and the employment prospects of women and minorities are discussed in Chapter 5. Chapter 6 examines the impacts of technology on the workplace. Chapter 7 discusses public and private policies that affect the adjustment of the economy and the labor force to technological change. Chapter 8 proposes several strategies for further research on technology, employment, and worker adjustment assistance programs and stresses the need to collect data on the diffusion of innovations and their effects on workers and the workplace. Chapter 9 contains the findings of the Panel on Technology and Employment, which developed this report. Chapter 10 presents policy recommendations that emphasize three broad initiatives: public policies to aid worker adjustment, public policies to support the development and application of advanced technologies, and improvements in labor-management cooperation in the adoption of new technologies. The report concludes with a 15-page bibliography. (YLB)

de Miranda, John

San Mateo County's Server Information Program (S.I.P.): A Community-Based Alcohol Server Training Program.

PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Conference of the National Council on Alcoholism (San Francisco, CA, April 18-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholic Beverages; *Community Programs; Compliance (Legal); *Drinking; *Hospitality Occupations; Legal Responsibility; *Prevention; *Program Development; Training Methods

The field of alcohol server awareness and training has grown dramatically in the past several years and the idea of training servers to reduce alcohol problems has become a central fixture in the current alcohol policy debate. The San Mateo County, California Server Information Program (SIP) is a community-based prevention strategy designed to decrease alcohol problems, especially the problem of drinking and driving. The program began with a free awareness training offered to all on-sale alcohol beverage licensees in the county in 1984. Recruitment procedures were implemented the following year and operators who agreed to be trained were offered a 6-hour training module which focused on legal and administrative concerns, alcohol problem statistics, alcohol physiology, motivation to drink, assertiveness training, signs of intoxication, pacing food and drink, prevention policy and management backup, and cutting off service. The SIP also provides funds to local police jurisdictions to mount decoy operations. Program evaluation is currently underway . Collaborative efforts such as the SIP provide an important tool to reduce the societal level of alcohol problems. (NB)

ED 286 160 CS 008 929

Jackson, Mary, Ed.
Your Library--Greatest Show of All! Activity Manual.
Nebraska Library Commission, Lincoln.
PUB DATE- 87
NOTE- 272p.; Several pages may be marginally legible. For the Planning Manual, see CS 008 677.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Childhood Interests; Childrens Art; Childrens Games; Childrens Literature; Elementary Education; Games; *Library Services; Picture Books; Play; Program Development; *Public Libraries; Puppetry; Reading Aloud to Others; Reading Materials; *Recreational Reading; Story Telling; *Summer Programs
IDENTIFIERS- *Circuses; Library Public Services; Summer Vacations

Intended as a companion volume for librarians planning a children's summer reading program, this activity manual provides ideas for games, puzzles, puppet shows, story reading, and more, all based on the theme of "Circus Summer." The manual suggests ways to promote the program, such as visits to schools, and provides directions for registering children. A "Storytime" section gives suggestions for particular books to read aloud, and includes circus-related cutouts to dramatize the books. The program section gives suggestions for circus-related activities such as sing-alongs, followed by a display section that shows ways to decorate the library to give it a circus atmosphere. Sections on games and puzzles, crafts, prizes, and clowns are followed by a section with activities for older children, and a section suggesting ways in which teenaged volunteers can help with the younger children. Lists of resources for librarians are included. (JC)

ED 286 267 EA 019 655

DeFigio, Nicholas; Hughes, Sean
The Impact of a District-Wide Staff Development Effort on Secondary School Principals' Perceptions of Their Role.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; High Schools; Human Resources; *Instructional Leadership; Linking Agents; Outcomes of Education; *Principals; School Administration; *Staff Development; *Stress Variables; Urban Schools
IDENTIFIERS- *Crisis Management; *Scientific Management

Increasingly, principals are being viewed as instructional leaders, professional educators active in initiating and planning teacher development programs. While most principals consider instructional leadership a high priority, they spend much of their time solving routine problems and confronting minor crises. Immediate, short-term responses take precedence over long-term instructional perspectives. School districts are establishing inservice programs to help principals move into new role expectations. This paper investigates the impact of a staff development process, designed for both teachers and principals, on 12 male secondary principals in a large urban school district. The principals had experience ranging from 5 to 21 years and had already undergone a district-operated program of training to become instructional leaders. Respondents' perceptions of the program and its impact on their role were explored by a structured interview process organized around five areas: expectations, time requirements, support and training received, unexpected outcomes, and additional comments. Principals' comments and concerns were classified according to the school of thought or management style represented. Scientific management and organizational development dominated the principals' effectiveness focus, suggesting that principals' concerns were related to control and efficiency and to communications and teamwork. These and other results are discussed at length. Most principals favored the immediate and "do-able" task, realized their organizational linking role, and believed that the staff development program increased their workload and stress. Included are 2 tables and 25 references. (MLH)

ED 286 311 EC 200 489

Egly, Nancy J.; And Others
Self-Advocacy and Assertiveness for the Learning Disabled College Student and How To Use Self-Advocacy Skills. Postsecondary Intervention Model for Learning Disabilities. Study Manual #4 and Study Manual #4, Part II.
Nebraska Univ., Lincoln. Barkley Memorial Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 24p.; For other manuals in this series, see EC 200 486-490.
GRANT- G008435130
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advocacy; *Assertiveness; *College Students; *Learning Disabilities; Postsecondary Education; Simulation; Tutoring

Two manuals address self-advocacy and assertiveness training for college students with language learning disabilities (LD) and their tutors. Part I examines the positive use of assertiveness and self-advocacy. Assertiveness is distinguished from aggressiveness, and the importance of assertiveness in the lives of LD college students is underlined. Self-advocacy is viewed as a cycle containing four stages: targeting, preparing, influencing, and following up. Part II presents a transcript from a video tape describing a self-advocacy procedure for LD students in dealing with potentially negative situations. Examples are provided of how to target the needs of a particular situation, prepare to meet those needs, manipulate those factors which influence the success or failure of the student's interactions, and obtain closure. Students are shown how to analyze their strengths and weaknesses and systematically apply the principles of self-advocacy. Three simulations illustrate common problems facing LD persons in educational and employment settings. (CL)

ED 286 038 CE 048 343

Industrial Technology Education: Findings and Recommendations of the Blue Ribbon Committee on the Future of Industrial Arts Education in Idaho.

Idaho State Dept. of Education, Boise. Div. of Vocational Education.

PUB DATE- Jun 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; *Educational Planning; Elementary Secondary Education; Futures (of Society); *Industrial Arts; Long Range Planning; Program Development; *Program Improvement; Secondary Education; *Statewide Planning
IDENTIFIERS- *Idaho; *Industrial Technology Education

This document contains a description of the activities, concerns, findings, and recommendations of the Idaho Industrial Arts Futuring Committee. It will serve as the foundation upon which subsequent revision of the state's industrial arts programs, to be renamed Industrial Technology Education (ITE), can be built. Section I on philosophy and foundation presents the findings and recommendations regarding the social context, implications for education, and the nature of industrial technology. The name Industrial Technology Education is recommended and a philosophy for ITE is provided. Section II on roles, missions, goals, and objectives contains the findings and recommendations for the rationale, mission, ITE goals, and ITE content. Section III on scope and sequence provides committee findings and then recommends a plan for each ITE course, the minimum components for each ITE program, and a sample list of ITE courses consistent with scope and sequence recommendations. This list of courses details grade level, primary function, course name, and course content. Section IV on implementation and long-range plan presents the recommendations for activities in the form of six goals to help Idaho make the transition to a dynamic ITE program. Five recommendations for the next year (1988) are made. (YLB)

ED 286 118 CG 020 201

Employment-Focused Programs for Adolescent Mothers.

Women's Bureau (DOL), Washington, D.C.
PUB DATE- 86
NOTE- 55p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
ED?S Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; Counseling Services; *Early Parenthood; *Employment Opportunities; *Mothers; *Program Development

The Women's Bureau works to improve the economic status of women by seeking equity in employment policies. The Bureau has completed several pilot projects serving different populations of women and providing training in job skills, job readiness, job placement, support services, and information sharing. This document presents a program guide describing projects undertaken by the Women's Bureau to provide employment programs for adolescent mothers. The guide is intended for use by community-based organizations and by local and state governments concerned with increasing the employment opportunities of these women. The introduction describes issues affecting teenage mothers, development of the program concepts, and a demonstration of the Adolescent Mothers Initiative. Needs of teenage mothers relevant to the program design are identified and several essential program elements are discussed. Community-based, school-based, and work-study program models are described. Experiences of the six demonstration projects are included. Examples of specific approaches taken by the participating communities are shared and strategies are suggested for planning and implementing a program. The appendices provide information on program elements at each site and on the Women's Bureau Women in Nontraditional Careers instructional materials. (NB)

ED 286 147 CS 008 676

Jackson, Mary
Have a Bearable Summer: '86 Summer Reading Program Planning Manual.
Nebraska Library Commission, Lincoln.
PUB DATE- Sep 85
NOTE- 74p.; For the Activity Guide for this program, see CS 008 675.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Activity Units; Elementary Secondary Education; Library Materials; Library Science; Program Development; Reading Programs; Recreational Activities; Recreational Reading; School Libraries; *Summer Programs
IDENTIFIERS- *Bears

Because studies have found that children can lose a year in their reading skills and motivation during summers, this planning guide suggests ways for librarians to interest children in a summer reading program by appealing to their fascination with bears and teddy bears. The guide is organized chronologically, beginning with a timetable, followed by suggestions for planning the summer program eight months ahead of time. The guide also provides space to record ideas about bears and to organize the program's goals and the library's bear resources. Forms are provided to facilitate an inventory of the library's supplies. The guide includes large planning calendars and bibliographies of in-print and out-of-print bear books that the library may already have or can order (divided by age group and type of book). There is also a sample annotated bear bibliography aimed at children. The guide next offers order forms for companies that supply bear craft materials, and the final section of the guide consists of activity planning forms for many types of bear-related activities. (SKC)

ED 286 189 CS 210 791

Rose, Shirley K
Autobiography as Representative Anecdote: A Burkean Paradigm for Research on Literacy Cultures.
PUB DATE- Mar 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; *Cultural Influences; Freshman Composition; Higher Education; Language Attitudes; *Literacy; *Personal Narratives; *Research Methodology; *Student Attitudes; Student Writing Models; Writing Research
IDENTIFIERS- Burke (Kenneth); Literacy Events; Writing Attitudes

A study explored literacy myths of the academic culture as expressed by college writing students, examining shared literacy myths about the acquisition and uses of literacy, how beliefs influence literacy acquisition, and how cultural roles determine literacy experiences. Students were asked to write autobiographical accounts of their literacy acquisition, which were interpreted using methodology grounded in Kenneth Burke's language philosophy. Examination of the 200-plus personal narratives collected revealed that these autobiographies offered key insights into culturally shared assumptions about the nature of literacy. Because they were self-reflexive, these narratives transformed contextual elements of beginning literacy into textual elements. The narratives shared a common macrotext, which could be divided into (1) acquisition of literacy skills, (2) practice of literacy, (3) awareness of one's literacy, and (4) awareness of the uses of literacy. Theoretically this recursive activity is never-ending, since the last stage leads again to the first--further acquisition of literacy skills. A writer progresses through each of these stages within the context of a particular culture's literacy practices, which are determined by the culture's shared values and established power relations. Boys and girls interpret the literacy experience differently, and recognizing such differences is essential to understanding the literacy practices of any group. More often than not, the male myth represents literacy as a means of achieving autonomy, while in the female myth it is a means of participation. (Two essays illustrating male and female responses, a sample writing assignment, and references are appended.) (NKA)

ED 286 329 EC 200 509

Shafer, Dave
Using Multiple Databases in Rehabilitation Operations.
PUB DATE- 85
NOTE- 7p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computers; Counseling Techniques; *Databases; *Disabilities; Evaluation Methods; Information Processing; Job Placement; *Vocational Rehabilitation

The paper reviews current rehabilitation databases and discusses ways in which they may be used to enhance the rehabilitation process. Their use decreases by 80% or more the time usually needed to manually develop rehabilitation-related data. A table presents questions that can be asked in selecting a prospective database, including whether the information is accessible to persons of varying ability, interest, and experience. Ways in which such databases can be used to enhance evaluation, training programs, placement, and counseling of clients are outlined in four additonal tables. (CL)

ED 286 345 FL 016 422

Pashto Basic Course. Laboratory Manual, Units 1-7.
Defense Language Inst., Monterey, CA. Foreign Language Center.
PUB DATE- Nov 86
NOTE- 133p.; For related documents, see FL 016 420-427.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Audiolingual Skills; Audiotape Recordings; Classroom Environment; Conversational Language Courses; *Daily Living Skills; Dialogs (Language); Family (Sociological Unit); *Interpersonal Communication; *Laboratory Manuals; Learning Activities; *Pashto; Second Language Instruction; *Sociocultural Patterns
IDENTIFIERS- Cultural Content

The laboratory manual for a course in basic Pashto is designed to accompany a series of tapes and other instructional materials. It contains a variety of written exercises the student is to perform in response to material on the tapes, which provide listening practice on material presented in parallel textbook lessons. An answer key follows each lesson. Lesson topics include information on the Pashtuns, classroom communication and behavior, greetings, telephone use, visiting someone's house, giving personal information, conversation skills, giving and getting directions, discussing everyday life, the seasons, days and times, prayer times, and the family. (MSE)

ED 285 971 CE 047 683

Zhengqing, Cheng
An Outline of Vocational-Technical Teacher Training in China. Country Paper--People's Republic of China.
PUB DATE- May 87
NOTE- 8p.; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Needs; Foreign Countries; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Teacher Education; Teaching Methods; *Technical Education; *Vocational Education Teachers
IDENTIFIERS- *China

In China there are two kinds of teachers in skilled worker schools. One is the theory teacher who teaches general knowledge courses, basic technical courses, and specialized technology. The other is the production practice instructor who teaches basic skill and comprehensive competence in the production process. Teachers in skilled worker schools come from three sources: university or college graduates, most of whom are theory teachers; outstanding graduates from skilled worker schools; and technical personnel and experienced workers from industry. There are about 84,000 theory teachers and 18,000 instructors in the skilled worker schools. The ratio of the theory teachers to students is 1:12 to 1:18, and the ratio of practice instructors to students is 1:16 to 1:22. Most of the technical teachers did not receive special training for vocational-technical education, so there is room for more training. There are three approaches to technical teacher training. Teachers' colleges should be the base of technical teacher training. Advanced vocational-technical training centers and senior skilled worker schools should be the base of practice instructor training. Technical teacher training is more difficult than theory teacher training; more centers for this type of education are needed. Inservice teacher education can be accomplished through regional refresher schools, correspondence courses and television education programs, cooperative teacher research activities, and strengthening of the relationship between school and industry. (KC)

ED 285 985 CE 048 193

Bromley, Ann; Moore, Marnie
Focus on Careers. A Program for Single Parents or Homemakers. Final Report, Project No. 7-2D05, from July 1, 1986 to June 30, 1987.
Santa Fe Community Coll., Gainesville, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Change; Career Counseling; *Career Development; Career Education; Community Colleges; *Displaced Homemakers; Employment Potential; Employment Programs; Job Placement; Job Search Methods; Job Skills; *One Parent Family; Outreach Programs; Participant Satisfaction; Postsecondary Education; *Program Implementation; *Reentry Workers; Services; Student Recruitment; Two Year Colleges; Vocational Evaluation
IDENTIFIERS- *Santa Fe Community College FL

Focus on Careers, a program for single parents or homemakers, completed its second year of operation at Santa Fe (Florida) Community College on June 30, 1987. The program served 175 adult men and women from Alachua and Bradford counties who wanted to develop a career, re-enter the work force, or change careers. Services offered to single parents and homemakers by the program included vocational and career assessment, employability skills classes, counseling and support groups, job search and job retention activities, and information on available community resources. Evaluations of the program completed by those who used the services indicated that the program met or exceeded their expectations. Many of the graduates have implemented the goals they set for themselves in class and are quite satisfied with the outlook for their future. The program found an unmet need in the counties of Alachua and Bradford and continued to work hard to alert those eligible persons to the availability of the services. Staff attempted to meet participants' needs by designing classes around their schedules and by developing information to assist them in making sound career decisions. Recommendations for future programs include more staff time in follow-up activities as the graduate pool grows larger, employability skills classes offered at different times of the day, and more outreach activities into the rural areas. These recommendations will require a larger budget to implement. (Eighteen appendices comprise three-quarters of the document and contain the forms used in the program.) (Author/KC)

ED 286 024 CE 048 309

Castro, Jesus; And Others
Bilingual Microcomputer Business Skills Course. Vol. II. Joint Lesson 8-14.
Hacer Hispanic Women's Center, Inc., New York, NY.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 323p.; For related volumes, see CE 048 308-310.
GRANT- G008620006
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Clerical Occupations; Competency Based Education; *Computer Oriented Programs; Curriculum Guides; Job Skills; Learning Activities; Limited English Speaking; *Microcomputers; *Office Occupations Education; Office Practice; Postsecondary Education; Secondary Education; Spanish Speaking; Telephone Usage Instruction; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- *Occupational Literacy

This curriculum guide for the Bilingual Microcomputer Business Skills Course reflects modern office practices and technology. This volume, second of three, contains seven competency-based joint lessons, the focus of which is on mastering specific tasks needed to accomplish the job of the occupational cluster of clerical worker while also learning job-related English as a second language (ESL). The language level of the lessons is designed for a trainee with high-intermediate to advanced levels of English language proficiency. Each joint lesson include these components: a cover sheet (identifying related communicative task, vocational task, performance objective, steps and technical knowledge, technical terms, language functions, language structures, tools and materials, background knowledge, safety, attitudes, learning activities and resources (vocational and job-related ESL); technical terms sheets; information sheets; operation sheets; job sheets; activity sheets; and performance evaluation sheets. The seven joint lessons/tasks are: answer several incoming telephone calls; take and disseminate telephone messages; obtain zip codes from the post office; open/notate, arrange (classify), and distribute incoming mail; prepare outgoing mail; reproduce and collate documents; and compute the cost of purchasing stamps. (YLB)

ED 286 076 CE 048 429

Business-Industry Involvement in Vocational-Technical Education at the Local Level.

Ohio State Council on Vocational Education, Westerville.

PUB DATE- 87
NOTE- 37p.; Report on a study by Richard and Karen Dawson, commissioned by the Ohio State Council on Vocational Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; Business; *Community Colleges; *Cooperative Planning; Cooperative Programs; Coordination; Educational Cooperation; *High Schools; Industry; Participative Decision Making; Postsecondary Education; *School Business Relationship; *School Districts; State Surveys; Technical Education; *Vocational Education
IDENTIFIERS- *Ohio; Private Sector

A study examined the involvement of the private sector in vocational and technical education at the local level in Ohio. Particular attention was paid to the involvement of business and industry in the career-oriented programs of secondary schools and two-year community and technical colleges. The following forms of involvement were identified: advisory committees, cooperative education programs, customized training, school-business partnerships, and joint planning/coordinating councils. Two programs in each of the five categories were reviewed as exemplary cases. The following general factors or conditions were identified as contributing to the effectiveness of collaboration: a strong commitment from key participants to make collaboration work; identifiable benefits of collaboration for all parties; flexibility on the part of the involved individuals and agencies; responsiveness to the needs, expectations, and limitations of each party; common expectations about what the collaboration entails and its ultimate goals; established procedures for continuous and clear communication; recognition of the contributions of the other party and some form of reciprocity; and involvement of "good people" working under "good leadership." A series of recommendations directed toward policymakers and vocational education practitioners was also developed. (Author/MN)

ED 286 089 CG 020 172

Scharlach, Andrew E.

Treating the Aging Family: Demystifying Dysfunctional Role Expectations.

PUB DATE- Nov 85
NOTE- 19p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); Beliefs; *Expectation; *Family Counseling; *Family Relationship; Individual Needs; Models; *Older Adults; *Role Conflict; *Social Attitudes; Stress Variables
IDENTIFIERS- *Adult Children; Caregivers

This paper examines, in terms of family role expectations, problems and difficulties experienced by families with aging members. These difficulties are presented as a manifestation of dysfunctional societal attitudes and beliefs that make it inevitable that an aging family will experience conflict with regard to family roles. Dysfunctional beliefs identified include beliefs that: (1) older adults are necessarily dependent on other family members for their physical and emotional well-being; (2) older adults need tangible assistance more than social and emotional support; and (3) support for older adults is inherently discrepant with the well-being of other family members. Inappropriate or inherently conflictual role expectations which can undermine the supportive quality of late life family relationships and foster feelings of guilt and resentment for adult children as well as for their elderly parents are described. Some of the incorrect assumptions on which these dysfunctional beliefs are based are identified. A treatment model designed to assist family members in relieving the strain associated with such beliefs is introduced. The treatment model presented involves components of clarification of role expectations, promotion of personal autonomy, and enhancement of relationship quality. A case example is included which illustrates use of the model. (Author/NB)

ED 286 104 CG 020 187

Skager, Rodney; And Others
A Statewide Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11: Report to Attorney General John K. Van de Kamp, Winter 1985-1986.
California State Office of the Attorney General, Sacramento. Crime Prevention Center.
PUB DATE- May 86
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Drinking; *Drug Use; Influences; Prevention; *Secondary Education; *State Surveys; *Student Attitudes
IDENTIFIERS- *California

As a first attempt in the State of California to determine the nature and extent of drug and alcohol use by students in the state's secondary schools, a survey of drug and alcohol use was completed by 7,379 7th, 9th, and 11th grade students enrolled in public secondary schools in California. This report summarizes the findings of the survey. The goals of the survey are presented and the population and samples are defined. The questionnaire is discussed in detail, and data preparation is explained. Descriptive findings of the survey are presented in two areas. The first area, Use of Alcohol and Other Drugs, examines frequency of use; polydrug use; first drug of intoxication; cigarette smoking; and age of first alcohol use, alcohol intoxication, other drug use, and other drug intoxication. The second area, Environmental Influences and Student Attitudes, examines adult use of alcohol and other drugs, perceptions of parents' attitudes about alcohol versus marijuana, acceptance of regular use by friends, grade 7 perceptions of best friends' drinking/using, sources of knowledge about drugs, where students get drugs, and reasons for using and not using alcohol and drugs. The next section of the report discusses prevention education. Differences between types of prevention education, regional differences, and differences between ethnic groups are also explored. Thirty-two data tables are included; relevant forms used in the study are appended. (NB)

ED 286 175 CS 210 576

Lacy, Stephen; And Others

The Impact of Central City Newspaper Market Structure on Suburban Newspaper Existence and Circulation.

PUB DATE- Aug 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; Media Research; Metropolitan Areas; *Newspapers; *Suburbs
IDENTIFIERS- Joint Operating Agreements (Newspapers); *Market Analysis; Market Research; *Newspaper Circulation

A study examined the effect of market structure on suburban newspaper circulation and existence, specifically investigating whether the structure of the central city newspaper market influences the following: (1) the existence of a weekly or bi-weekly suburban newspaper; (2) the existence of a daily suburban newspaper; and (3) the circulation of weekly, bi-weekly or daily newspapers in suburban markets. Nine hundred suburban communities were sampled--300 randomly selected from each of the three different central market structures (monopoly markets, competitive markets, or joint operating agreement). Results indicated that the newspaper market structure of the central cities did not bar nor extensively influence either the existence of suburban newspapers or their circulation. Competitive central markets were positively related to suburban weekly paid circulation. In every instance population of the suburb, as an indicator of demand, was important to both the existence and circulation of suburban newspapers. Results suggest that entrepreneurial talent and the policy of the central city newspaper managements toward the suburbs may also be important factors in the existence of a suburban newspaper. (Tables of data and notes are attached.) (NKA)

ED 286 202 CS 210 810

Baxter, Barbara
Basic Writing: Breaking through the Barriers of Apathy and Fear.
PUB DATE- Feb 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (22nd, Jackson, MS, February 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Higher Education; Remedial Instruction; Student Attitudes; Teacher Role; Teaching Methods; Theory Practice Relationship; *Writing Apprehension; *Writing Difficulties; Writing Improvement; *Writing Instruction
IDENTIFIERS- Basic Writers; Writing Attitudes

When students have difficulty writing, it is often because they are apathetic or afraid of failing, rather than because of a serious lack of skill. Basic writing teachers must break through student apathy and fear before the students can begin to progress. One way is to ask basic writers to unscramble sentences or analyze ambiguous sentences to discover that they already have a strong command of grammar and structure. Basic writers also often have poor self esteem which can interfere with their ability to produce work comparable with their capabilities. A student-centered environment in the classroom, and use of concrete materials and problems can help students build a sense of self-worth. Small group work and the use of tapes, films, and records can help maintain student interest, while occasional "frivolous" freewriting or analyzing can break class monotony. Because basic writers usually have numerous problems with their writing, setting one or two tangible goals for each paper can reduce student anxiety about producing a "perfect" paper, and numerous drafts can let them achieve one goal at a time. This strategy reduces the amount of time teachers must spend grading as well. Such methods may help students come to regard writing as a conquerable skill, and provide them with the impetus for further self-directed learning. (JC)

ED 286 216 CS 505 657

Schwartzman, Roy
Competence, Expertise, and Accountability: Classical Foundations of the Cult of Expertise.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classical Literature; Conflict of Interest; Ethics; Greek Literature; *Knowledge Level; *Persuasive Discourse; Public Relations; *Public Speaking; *Rhetoric; Rhetorical Criticism; Specialization
IDENTIFIERS- *Expertise; *Rhetorical Effectiveness; Rhetorical Strategies

Rhetoricians since Plato's day have been concerned with how much knowledge speakers should possess in order to speak effectively as well as ethically. The expert, like anyone, can err, but the chance of factual error decreases when speakers have a thorough grasp of their subject matter. However, the expertise position can potentially become a means of repressing public expression and quelling challenges to authority. Classical scholars Antonius, Sulpicius, and Gorgias did not require orators to possess specialized knowledge, while Plato and Crassus endorsed thorough education and training as a prerequisite to effective speech. Scaevola favored expertise as a requirement for speech, but believed such knowledge remains in the domain of field-specific specialization, not in the realm of oratory. Many modern dilemmas revolve around these same arguments. Physicians, for instance, are experts in their field, but their authority often goes unchecked by the public, and they often escape responsibility for their actions and medical developments. The public relations problems that surrounded the Three Mile Island incident stemmed from the inability of technical experts to agree with one another and to appease the public's need for reassurance and forthrightness. Such instances indicate that rhetoric should remain within the public or generalist realm, for when it retreats from public accountability, it becomes a tool for manipulation by an elite instead of a means of maintaining and reinforcing the human community. (Seventeen references are included.) (JC)

ED 286 229 CS 505 695

Colbert, Kent R.
A Stock Approach to Value Debate.
PUB DATE- Nov 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Evaluation Criteria; *Judges; Performance Factors; *Persuasive Discourse; Public Speaking; Rhetorical Invention; Speeches; *Values; Verbal Communication
IDENTIFIERS- Debate Strategies; *Debate Theory; Debate Tournaments; Issues Approach; *Stock Issues (Debate)

Existing theories of value debating (resolutions dealing with values rather than policy) may be more effectively applied and developed when viewed as stock issues paradigms for debating values in competitive situations. Issues are vital to an advocate's cause because they are essential to the meaning of a proposition and can also provide an organization structure for a debate. However, debate judges often experience difficulty reaching objective and fair decisions when values become the focus of a debate. A solution to this problem may be found in the "stock issues approach." Values can be defined as acts or customs regarded in a particular and favorable way (e.g. privacy or free speech). Three stock issues for debating values that can be applied in the judging process are value criterion, value justification, and value objection. Value criterion consists of defining terms that imply value dimensions. Value justification is a designative issue that determines whether the affirmative side warrants the value criterion established in the debate. The value objection stock issue considers whether the value justification is a proper or improper warrant for the resolution on balance, estimating whether counter, alternative, or conflicting values outweigh the value justification offered by the affirmative (e.g., free speech vs. public safety). This stock issues approach offers three independent issues of analysis important to most value discussions. (NKA)

Education and the Law.
Canadian Education Association, Toronto (Ontario).
REPORT NO.- ISBN-0-920315-28-3
PUB DATE- 87
NOTE- 64p.; Addresses given at the Canadian Education Association Workshop/Seminar on "Education and the Law" (Winnepeg, Ontario, Canada, September 1986).
AVAILABLE FROM- Publication Sales, Canadian Education Association, Suite 8-200, 252 Bloor Street West, Toronto, Ontario M5S 1V5, Canada ($6.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Role; Court Litigation; *Educational Legislation; *Educational Policy; Educational Trends; Elementary Secondary Education; *Foreign Countries; Legal Responsibility; Personnel Policy; Politics of Education; Program Development; *School Law; *School Policy; Student Rights; Teacher Rights
IDENTIFIERS- *Canada

This publication consists of papers delivered at a 1986 preconference workshop of the Canadian Education Association. "Recent Legislation and Emerging Trends," by Duncan Green, identifies common themes in three recent pieces of school legislation in Ontario. The second paper, by Judith Anderson, assesses "Trends and Implications for Developing Policies and Practices in the Area of Students and Parents." Topics include the Charter of Rights and Freedoms, search and seizure laws, the Young Offenders Act, child abuse laws, pupil records, and right to education laws. The following paper, by Elmer E. Froese, addresses two related questions, as indicated in the title: "Why Do Some School Boards End Up in Court While Others Don't? Will School Boards Exist in the 21st Century?" Included are nine statistical tables on legal questions derived from a survey of 71 school districts throughout Canada. The next paper, by Robert Watson, addresses "Trends and Implications for Developing Policy and Practices in the Area of Staff," followed by a companion paper by Jean J. Comtois on "Trends and Implications for Developing Policy and Practices in the Area of Program." The final paper, by Jacques Mongeau, reviews the history of "Education and the Laws of Quebec." The publication concludes with a "Conference Wrap-Up" by William Kent, president of the Canadian School Trustees Association. (TE)

ED 286 281 EA 019 680

Pugh, Wesley C.

Ethnography and School Improvement Research: Analyzing Metaphoric Language in the Interpretation of Instructional Leadership.

PUB DATE- Jul 87
NOTE- 33p.; Paper presented at the Annual Forum on Ethnography in Education Research (8th, Philadelphia, PA, March 27-29, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; *Ethnography; *Experiential Learning; *Figurative Language; *Instructional Leadership; Junior High Schools; Leadership; *Metaphors; *Principals; School Effectiveness
IDENTIFIERS- Effective Schools Research; *Reflective Thinking

The use of metaphors to frame problems and gain insight into educational phenomena has received little attention in the literature. This study shows that principals' use of metaphoric language to discuss their work environment and instructional leadership roles is a valid means of understanding school administrator behavior. The study focused on the responses of two junior high principals in "low achievement" schools to a districtwide school improvement initiative stressing instructional leadership. The results, along with an extensive literature review of school effectiveness, leadership theory, and organizational theory, provided a framework for creating a typology of principals' instructional leadership practices. Using an ethnographic approach, action research interviews were conducted with the principals. During these interviews, principals became "informants" and "reflective practitioners" facilitating a shared learning process between practitioners and researchers. Participants' instructional leadership behaviors were related to contextual variables, educational background, and ability to reflect-in-action. Results imply that ethnography, when used with action research in school improvement projects, produces readily usable data contributing to experiential learning. Analyzing metaphoric language contributes to understanding both projects and individuals. Included are 2 figures and 17 references. (MLH)

ED 286 295 EC 200 472

Sobsey, Dick, Ed.
Ecological Inventory Exemplars.
Alberta Univ., Edmonton. Dept. of Educational Psychology.
PUB DATE- 87
NOTE- 200p.
AVAILABLE FROM- University of Alberta, Department of Educational Psychology, 6-102 Education North, Edmonton, Canada T6G 2G5 ($11.00, quantity discount available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; *Daily Living Skills; *Disabilities; Ecological Factors; Elementary Secondary Education; Evaluation Methods; Individualized Instruction; *Severe Disabilities; Skill Development; Student Evaluation; Teaching Methods
IDENTIFIERS- *Ecological Inventory

The document contains 20 ecological inventories (developed at the University of Minnesota and the University of Alberta) to help severely disabled students learn functional living skills. The ecological approach is designed to uncover the functions critical for success in specific environments which the student frequently encounters. Matching the student's current functioning against the needed skills produces an individualized listing of training objectives. Subenvironments are identified within each of 20 environments, and activities and functions for each are further broken down. Environments, as developed by teachers, multidisciplinary staff members, and university students, are grouped according to major domain areas, such as: domestic (group home kitchen); vocational and school (enclave work area, portable junior high school); recreation and leisure (art museum, zoo, swimming pool, movie theatres, and roller skating rink); and community (grocery store, bus depot, community hall). (CL)

ED 285 998 CE 048 273

Alternative Education Program for Single Parents, Homemakers and Pregnant Students. Final Report June 1, 1986 to June 1, 1987.

Madison County Board of Public Instruction, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- 1 Jun 87

NOTE- 14p.; Best copy available. Project No. DVE 400-15170-7-1-D04.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Displaced Homemakers; *Dropout Prevention; Females; High Schools; *Nontraditional Education; *One Parent Family; Parenthood Education; *Potential Dropouts; *Pregnant Students; Vocational Education; Womens Education

An educational/continuing education program was implemented for single parents/homemakers and pregnant teenagers. The program provided training in parenting skills, childhood growth and development, responsibilities of parenthood, the rights of children, decision-making skills, and vocational guidance and directions. Increased opportunity was provided for the participant group to avail themselves of ongoing vocational training programs. During the project year, 40 participants enrolled for program services, out of 52 potential participants. All received vocational counseling and were required to enroll in a vocational class at the local high school or a vocational program at the local junior college. Enrollment in nontraditional vocational areas was encouraged. All participants were referred for services at community agencies as needed. Thirty-two participants who were potential dropouts continued their education. The birth weights of infants born to program participants late in the project were higher, on the average, than birth weights of infants born near the beginning of the project. Prenatal care and infant medical care improved. Scarce and hard-to-find infant care improved as day care homes were established. Transportation to these homes was available as needed. By these means the barriers that prevented the targeted population from participating in an educational program were eliminated. (YLB)

ED 286 052 CE 048 377

Hampton, Vickie L., Ed.
American Council on Consumer Interests Annual Conference Proceedings (33rd, Denver, Colorado, April 1-4, 1987).
American Council on Consumer Interests, Columbia, Mo.
PUB DATE- Apr 87
NOTE- 425p.
AVAILABLE FROM- American Council on Consumer Interests, 240 Stanley Hall, University of Missouri, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advertising; *Consumer Economics; *Consumer Education; *Consumer Protection; Economic Factors; *Educational Needs; Family Structure; Financial Services; *Information Needs; Life Satisfaction; Life Style; Low Income Groups; Marketing; Mass Media; Nutrition; Postsecondary Education; Quality of Life; Research Methodology; *Research Needs; Secondary Education; Telecommunications; Well Being

The following education-related papers are among the 91 papers included in these proceedings: (1) "Recent Trends in the Historiography of Consumption" (Pope); (2) "Thinking Critically in the Teaching of Consumer Issues" (Copa, Schuler); (3) "Recent Research in Consumer Education Utilizing Innovative Methodologies" (Hall); (4) "Justice and Consumer Education" (Peterson); (5) "Research in Consumer Education" (Vosburgh); (6) "Financial Management: Application for the Classroom" (Whan et al.); (7) "Inservice Education for Community Workers" (Prochaska-Cue); (8) "Status Report and Future Directions for the National Coalition for Consumer Education" (Knapp); (9) "Identifying Important Research Questions in the Consumer Interest" (Maynes); (10) "Dealing with Budgets for Consumer Education" (Schuchardt); (11) "Establishment of a National Clearinghouse on Elder Abuse and Neglect" (Stein); (12) "Advertising as Misinformation" (Maynes, Lino); and (13) "Are Consumers' Learning and Decision Making Related Phenomena?" (Sproles, Sproles). (MN)

ED 286 133 CG 020 217

de Miranda, John; Lampe, Marc

Employee Assistance Program Cost Containment through the Utilization of Community-Based, Social Model Treatment Providers.

PUB DATE- 85

NOTE- 9p.; Paper presented at the National Conference of the Association of Labor-Management Administrators and Consultants on Alcoholism (1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Alcoholism; *County Programs; *Drug Abuse; *Drug Rehabilitation; *Employee Assistance Programs; *Insurance

IDENTIFIERS- *Cost Containment

Statewide efforts by the California Department of Alcohol and Drug Programs to secure third-party payments for nonhospital alcoholism services gradually dissolved due to changes in political administration and overall priorities. San Mateo County, however, served as a demonstration county for the effort and has continued to explore third-party reimbursements for nonhospital alcoholism and drug addiction treatment programs through the San Mateo County Third-Party Project. The San Mateo County Alcohol and Drug Program became actively involved in the solicitation of employee assistance program referrals and hoped to market services through the San Mateo Consortium which would include social model alcohol and drug detoxification, outpatient alcohol and drug treatment, and residential alcohol and drug treatment. Program development and implemetation involved a three-phase process of information gathering and identification of obstacles to implementation, pre-marketing preparations, and actual implementation. Initial efforts were focused on businesses and unions with a minimum of 100 employees living or working in the county and that possessed appropriate insurance coverage. The Third-Party Project is currently receiving the first wave of client referrals. Several contracts between providers and union trust funds are in negotiation. A detailed analysis of preliminary results is planned. (NB)

Jackson, Mary, Ed.
Your Library--Greatest Show of All! A Planning Manual.
Nebraska Library Commission, Lincoln.
PUB DATE- 87
NOTE- 94p.; For the Activity Manual, see CS 008 929.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Childhood Interests; Childrens Art; Childrens Games; Childrens Literature; Elementary Education; Games; *Library Services; Picture Books; Play; Program Development; *Public Libraries; Puppetry; Reading Aloud to Others; Reading Materials; *Recreational Reading; Story Telling; *Summer Programs
IDENTIFIERS- *Circuses; Library Public Services; Summer Vacations

Intended to help librarians plan a summer program of activities for children, this planning manual provides deadline schedules, activity suggestions, book lists and other items necessary in starting such a program. The introduction to the manual explains the goals of a library summer program, and notes that the theme offered, "The Greatest Show of All," can teach children about the fun side of circuses as well as their darker history. It also suggests that all children who attend the program should be awarded some type of certificate, because a child who "fails" a summer reading program is likely to dislike reading permanently. Following the introduction is a deadline schedule for planning the summer program, including when to write to contributors, when to place orders for materials, and when to set dates and times for a Children's Conference. The third section deals with the planning process, and includes goals and objectives, an activity matrix, and calendars. The fourth section, on materials and resources, includes lists of books related to the circus, types of music to use, and where to send away for natural history activity kits appropriate for fourth to sixth grade students. The activity section offers simple recipes for animal-shaped cookies, while the final section discusses diversifying goals for summer reading programs. (Stencils for circus characters are included.) (JC)

van den Broek, Paul

Developmental Changes in the Understanding of Simple and Complex Causal Relations in Stories.

PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Adolescents; Age Differences; Children; *Cognitive Development; Cognitive Measurement; Cognitive Tests; Developmental Stages; *Inferences; Logical Thinking; *Reading Comprehension; Reading Processes; Reading Research; Story Reading; Synthesis
IDENTIFIERS- *Causal Inferences

This study investigated the development of students' abilities to integrate information in stories as an aspect of reading comprehension. Students aged 8, 11, 14, and 18 judged the importance of key statements, which varied in their causal relations within an episode, between episodes, and in a higher-order structure, yielding three levels of possible integration. Results showed that within an episode, all age groups judged to the same degree statements that causally integrated many other statements as more important than statements that integrated few other statements. However, only students 11 years old and older recognized the importance of statements that related pairs of episodes. Further, not until students were 14 could they identify statements that allowed higher-order structuring of episodes as important. The findings attest to the central role that causal inferences play in the integration of information in stories. While students of all age groups were sensitive to the causal role of statements within episodes, the ability to infer causal relations at higher levels of integration appears to be strongly related to age and grade level. (Five figures and one table are included.) (JC)

ED 286 242 CS 505 711

Northouse, Peter G.
Control and Communication in Provider-Patient Relationships.
PUB DATE- Nov 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Cognitive Restructuring; *Coping; Emotional Response; Helplessness; *Individual Power; Locus of Control; Medical Services; Metacognition; Patients; Personal Autonomy; *Physician Patient Relationship; *Self Control; Self Esteem; Stress Variables; Wellbeing
IDENTIFIERS- *Control

Noting that loss of control is a major concern confronting patients experiencing an illness, this paper critically analyzes the research literature on control and clarifies the implications of this research for provider-patient communication. The paper first defines control, noting that the most frequently cited definition is the "locus of control" perspective, which categorizes perceptions of control as internal or external. The paper then examines what patients are likely to want to control, such as environment, treatment, and relationships with care providers. The reasons control is important for patients are then discussed, followed by descriptions of three conceptualizations of control and how they apply to the patient-provider relationship. The first concerns locus of control research, which examines whether patients believe they are responsible for their illness, or attribute it to outside forces. The behavior perspective is then addressed, which looks at how patients respond to their situations, followed by a discussion of the relational control perspective, which looks at control as a process. A summary notes that further research is needed on ways these perspectives contribute to an understanding of control in provider-patient communication. Five pages of references are included. (JC)

Stern, David; And Others

Labor Market Experience of Tennagers with and without High School Diplomas.

PUB DATE- 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Dropout Programs; *Dropouts; *Educational Status Comparison; Education Work Relationship; Employer Attitudes; *Employment Potential; *High School Graduates; High Schools; Labor Market; Outcomes of Education; Predictor Variables; Salary Wage Differentials; Statistical Analysis; *Student Characteristics; Student Needs

The rationale for high school dropout reduction programs rests mainly on evidence that graduates are more successful than dropouts in the labor market. It is not evident, however, whether this difference is attributable to the diploma itself or to underlying characteristics that affect both graduation and labor market success. This paper estimates the effect of the diploma on labor market success, over and above prior differences between graduates and dropouts, using a statistical procedure controlled for observable characteristics (ethnicity, gender, and academic achievement). The research also attempted to discover the role of unmeasured characteristics that may be associated with high school completion and labor market success. After selecting data from the 1980 sophomore cohort in the "High School and Beyond" survey, comparisons were made between a group who left school without a diploma and a group who graduated but did not attend postsecondary school. Results indicate that differences in employment and earnings between teenagers with and without diplomas are primarily not attributable to differences in measured prior characteristics. Dropouts' labor market difficulties are therefore not merely symptomatic of the prior characteristics measured by this research. The question remains whether the problems are due to discrimination by employers against dropouts or to other unmeasured variables. Society's gain from dropout reduction programs depends on whether employers' reasons for favoring graduates are arbitrary or valid. Conversely, if dropouts have unobserved characteristics causing them to be less productive than graduates, then society's gain from program efforts depends on whether would-be dropouts acquire characteristics during schooling that make them more productive. Seventeen references and 13 tables of data are appended. (CJH)

ED 286 312 EC 200 490

Egly, Nancy J.; And Others

Career Development for Persons with Learning Disabilities. Postsecondary Intervention Model for Learning Disabilities. Study Manual #5.

Nebraska Univ., Lincoln. Barkley Memorial Center.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 21p.; For other manuals in this series, see EC 200 486-489.
GRANT- G008435130
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Development; *Career Exploration; *College Students; Higher Education; *Learning Disabilities; Problem Solving; Tutoring

The manual presents an overview of the career development process for college students with language learning disabilities (LD). A systematic problem solving process is advocated beginning with job selection and preparation and continuing through retirement. Such a process can help the LD adult to identify personal strengths and weaknesses, investigate job opportunities, match personal strengths with job demands, select appropriate preparation programs, and pursue progressive career achievement. Suggestions are for employment interviews and understanding one's rights regarding employment discrimination. Three appendixes include information on a pre-employment inquiry quiz and campus and off-campus resources for career-life planning. (CL)

Doney, Judith V.
Biomedical Techniques for Post Head Trauma Victims.
PUB DATE- 85
NOTE- 6p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventiticus Impairments; Cognitive Processes; *Family Relationship; *Intervention; *Neurological Impairments; *Physical Disabilities; Psychological Characteristics
IDENTIFIERS- *Head Injuries

The nature and effects of head trauma are discussed. Among the most common deficits noted are impaired cognition, difficulties in oral and written communication, sensory problems, and marked personality changes. Suggestions are offered for dealing with each type of deficit, such as using alarm clocks and other tools to remind the individual about daily tasks. Suggestions are also given for approaches that may help the victim (such as showing acceptance and patience). Effects on the family are noted, and help in the form of understanding and empathy is stressed. (CL)

ED 286 346 FL 016 423

Pashto Basic Course. Laboratory Tapescripts, Units 1-7.
Defense Language Inst., Monterey, CA. Foreign Language Center.
PUB DATE- Nov 86
NOTE- 117p.; For related documents, see FL 016 420-427.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiolingual Skills; Audiotape Recordings; Classroom Environment; Conversational Language Courses; Cultural Context; *Daily Living Skills; Dialogs (Language); Family (Sociological Unit); *Interpersonal Communication; *Laboratory Manuals; Learning Activities; *Pashto; Second Language Instruction; *Sociocultural Patterns

The laboratory tapescripts for a course in basic Pashto are transcriptions of instructions and exercises given on tape recordings made for use in a language laboratory. The course contains seven units, each consisting of five lessons. The laboratory tape to accompany each lesson contains instructions for completing exercises contained in the laboratory manual. Lesson topics include information on the Pashtuns, classroom communication and behavior, greetings, telephone use, visiting someone's house, giving personal information, conversation skills, giving and getting directions, discussing everyday life, the seasons, days and times, prayer times, and the family. All Pashto is translated into English in the tapescripts. (MSE)

ED 286 012 CE 048 295

Rosen, Robert; Freedman, Carol
Developing Healthy Companies through Human Resources Management. WBGH Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- May 87
NOTE- 66p.; For related documents, see CE 048 292-305.
AVAILABLE FROM- Prevention Leadership Forum, Washington Business Group on Health, 229 1/2 Pennsylvania Avenue, SE, Washington, DC 20003 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Corporate Education; Cost Effectiveness; *Employee Assistance Programs; Employer Employee Relationship; *Environmental Influences; *Health Programs; Human Resources; Personnel Management; Personnel Policy; *Physical Fitness; Stress Management; *Well Being; *Work Environment
IDENTIFIERS- *Wellness Programs

Four areas--health benefits, occupational safety and health, prevention and wellness, and human resource development--have contributed significantly to enhancing worker health. The "healthy corporation" is both a goal and a comprehensive attitude about organizational life and about the factors the affect organizational health and, ultimately, organizational profitability. The work environment, employee health, and the larger environment all have an effect on employee health and organizational profits. Many factors can have a negative impact on organizational health, including a negative physical environment, work overload (too much work with inadequate resources), repetitious or monotonous work, shift work, inadequate ventilation, the necessity of spending long periods of time at video display terminals, and job-related stress. Possible approaches to alleviating the negative impact of these factors include job redesign, redesign of physical settings, improvement of hygiene and safety programs, and consideration of stress management techniques when defining work tasks. When employees feel a lack of control over their jobs and conditions or an inability to participate in managerial decisions, they are more likely to feel undue stress and be subject to its adverse effects. Other sources of job-related stress include tense work relationships, lack of career progression, unclear work roles, poorly managed change, and conflicts between work and family or work and leisure. By reexamining existing personnel policies and attempting to expand employees' work options, companies can do much to alleviate these sources of stress and thus enhance organizational health and profitability. (MN)

Thode, Brad
Technology Education. A Curriculum Guide. VOC ED 226.
Idaho State Dept. of Education, Boise. Div. of Vocational Education.
PUB DATE- 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Automation; Behavioral Objectives; *Communications; *Computer Oriented Programs; Curriculum Guides; Futures (of Society); *Industrial Arts; *Lasers; Robotics; Secondary Education; *Technological Advancement; *Technology; Word Processing
IDENTIFIERS- Fiber Optics

This curriculum guide provides ideas for implementing technology education in grades 7-12. It assumes a basic understanding of the four clusters of manufacturing, construction, communications, and power/transportation and is meant to supplement and reorganize this approach with up-to-date information and activities. One way to present a variety of technological concepts in industrial arts is outlined. A technology education task list that groups the tasks into six modules follows. The module titles are: computer applications in technology; automation, robotics, and industrial practices; light, lasers, and fiberoptics; communication technology; technology/academic correlation; and future technology. An outline provides an overview of how technology education can be integrated into the four cluster approach. Each supporting objective is listed according to related cluster areas. Another outline lists tasks under the six modules. A performance objective and enabling objectives are given for each task. Appendixes include a glossary of computer terms for technology education, a list of suggested resources and related materials on implementation of a technology education program, an introduction to robotics for technology education instructors, and a communications model. (YLB)

Ascher, Gordon
Into the Twenty-First Century: Comprehensive Planning for Secondary Vocational Education in New Jersey.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business; Demography; Educational Needs; *Educational Planning; Federal Legislation; *Futures (of Society); Labor Needs; Population Trends; Secondary Education; State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS- *New Jersey

This document presents an unbiased statement about changes in demographics and about the needs of business and industry that may require changes in secondary vocational education. The first part defines and describes vocational education. Part 2 is an historical overview of the changes in vocational education legislation, population demographics, and the environment of business and industry. Part 3 presents a summary of the major national studies on the condition of American education. These studies suggest that vocational education should be examined to meet the needs of a changing population and a new economic base. In part 4, the New Jersey environment is examined to determine whether there are indicators of a need for change in vocational education in the state at this time. It focuses on 10 indicators of the need to study the structure of secondary vocational education in New Jersey. Part 5 presents the goals, principles, and planning assumptions that reflect changing demographics and the changing needs of business and industry upon which vocational education in New Jersey should be based. The final section, part 6, outlines a process for the development of a plan for the structure of secondary vocational education in New Jersey. An extensive bibliography concludes the document. (YLB)

ED 286 090 CG 020 173

Jaret, Kathe

Stress Intervention Using Cognitive Principles.

PUB DATE- Mar 87

NOTE- 7p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Children; *Cognitive Restructuring; *Coping; *Counseling Techniques; *Group Counseling; Skill Development; Stress Management; *Stress Variables

This document describes "Coping with Stress: A Cognitive Intervention Program for Children," a six-session program that was designed to expand children's awareness of how their thoughts and feelings affect the process of coping with stress. The first three sessions concentrate on skill building; the last three sessions allow participants to apply the skills they have learned. The first session introduces the concept of stress, the second session focuses on the concept of cognitive appraisal, and the third session concentrates on the concept of coping and coping options. During the fourth session, participants fill out coping checklists for a problem situation and discuss their responses. Strategies and alternatives for the stressful situation introduced in session four are developed in the fifth session. The sixth and final session gives members an opportunity to report their progress in using the strategies of session five. Cartoons, visual imagery, role playing, stories, and discussions are used to teach the concepts. A group setting is used, and the program can be adapted for use with children of different ages. This program was designed to serve as a model to expand the role of school psychologists, counselors, and mental health workers who provide services to children. (Author/NB)

ED 286 105 CG 020 188

Yager, Geoffrey G.
Interpersonal Process Recall (IPR): Uses in Training Trauma Counselors.
PUB DATE- 24 Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counselor Training; *Emotional Response; *Interpersonal Relationship; *Recall (Psychology); Skill Development; *Teaching Methods
IDENTIFIERS- *Interpersonal Process Recall

As an approach to mental health skills training, Interpersonal Process Recall (IPR) emphasizes a learning by discovery method. There are seven basic units in the IPR training package: (1) presentation, on the skills of facilitating communication; (2) affect simulation; (3) counselor recall; (4) inquirer training; (5) client recall; (6) mutual recall; and (7) transfer of learning. The IPR model could be adapted for use in the training of trauma counselors. In addition to the review of types of helping behaviors in IPR's first unit, trauma counselors need to receive a conceptual understanding of the process of trauma. The theoretical literature related to trauma and to posttraumatic responses could be combined with the IPR method of influencing interpersonal responding. The second unit, affect simulation, can be altered to present simulation vignettes that would elicit feelings likely to be directly tied to incest, rape, accident trauma, or war-related stress. Parts of the IPR training package that involve actual recall sessions could also be adapted for use in training trauma counselors. Evaluation of the IPR method is essential and should involve studies comparing client outcomes of IRP-trained trauma counselors against a randomly assigned group of trauma counselors prepared by other methods. Outcome measures could include client self-monitoring and psychophysiological, self-report, and behavioral measurements. (NB)

ED 286 119 CG 020 202

Anderson, Donald G.; And Others

Health Care Marketing: Opinions of Providers. North Dakota Economic Studies, Number 46.

North Dakota Univ., Grand Forks. Bureau of Business and Economic Research.

PUB DATE- Jun 87

NOTE- 91p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Health Personnel; *Health Services; *Marketing; *Rural Population; *Work Attitudes

IDENTIFIERS- Minnesota; North Dakota

The health care industry in the United States has undergone tremendous change. Health care providers must view their health care delivery organizations as businesses and must use the tools of business, including marketing. Most research on health care marketing has focused on the practices of large, urban facilities. Little work has been accomplished on the marketing attitudes, perceptions, or abilities of rural health care practitioners. To examine these issues, questionnaires were mailed to health care practitioners in North Dakota and northwestern Minnesota. Responses from 1,049 physicians, health organization board members, directors of nursing, health administrators, public health officials, and other health care providers revealed that: (1) marketing was considered an important activity in the profession and respondents desired more marketing education services; (2) health care personnel held a narrow view that marketing was salesmanship; (3) marketing resulted in a more positive response to patients and increased patient satisfaction; (4) rural patients were shortchanged when urban organizations took over local health facilities; and (5) females held a more positive image of marketing than did males. These findings suggest the need to make marketing and marketing education available to health care personnel. (The questionnaire and respondent comments are appended.) (Author/NB)

ED 286 190 CS 210 792

Tate, Gary, Ed.
Teaching Composition: Twelve Bibliographical Essays. Revised and Enlarged Edition.

REPORT NO.- ISBN-0-87565-069-4
PUB DATE- 87
NOTE- 434p.; For the 1976 edition, see ED 128 844.
AVAILABLE FROM- Texas Christian University Press, Box 30783, Fort Worth, TX 76129 ($16.95); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 50586-222, $19.00 member, $24.75 nonmember).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Computer Uses in Education; Content Area Writing; Linguistics; Literary Criticism; Literary Styles; Persuasive Discourse; Reading Writing Relationship; Remedial Instruction; Rhetorical Invention; Teaching Methods; Theory Practice Relationship; Writing Evaluation; *Writing Instruction; Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- Basic Writing; Discourse Modes; Writing to Learn

Intended for teachers of composition courses, this book provides twelve bibliographic essays covering various aspects of composition studies. The list of essays are as follows: (1) "Recent Developments in Rhetorical Invention" (Richard Young); (2) "Structure and Form in Non-Narrative Prose" (Richard L. Larson); (3) "Approaches to the Study of Style" (Edward P. J. Corbett); (4) "Aims, Modes, and Forms of Discourse" (Frank J. D'Angelo); (5) "Tests of Writing Ability" (Richard Lloyd-Jones); (6) "Basic Writing" (Mina P. Shaughnessy); (7) "Basic Writing Update" (Andrea Lunsford); (8) "Language Varieties and Composition" (Jenefer M. Giannasi); (9) "Literacy, Linguistics, and Rhetoric" (W. Ross Winterowd); (10) "Literary Theory and Composition" (Joseph J. Comprone); (11) "Studying Rhetoric and Literature" (Jim W. Corder); (12) "Writing across the Curriculum" (James L. Kinneavy); and (13) "Computers and Composition" (Hugh Burns). Indexes of names, subjects, and titles are included. (JC)

ED 286 176   CS 210 601

Atwater, Tony; And Others
Satellite News Feeds: Protecting a Transient Interest.
PUB DATE- Aug 87
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Communications Satellites; Constitutional Law; Copyrights; Court Litigation; Government Role; Information Dissemination; Information Transfer; Intellectual Property; *News Reporting; *Privacy; Technological Advancement; Telecommunications
IDENTIFIERS- *Electronic Communications Privacy Act 1986; *Satellite News Gathering

Satellite news gathering (SNG) has been widely adopted in broadcast journalism in recent years, and appears likely to grow in importance as local television news operations increase their reliance on it. However, because the technology for SNG is so new, information transmitted through SNG systems is not adequately protected under current laws. Congress attempted to protect the interest of SNG originators in the Electronic Communications Privacy Act of 1986, which designated SNG transmissions as "private," but the Act provides only some protection in some situations. Moreover, it cannot be determined with precision which situations will trigger SNG protection under the Act and which will not. The best outlines for protection of SNG transmission appear to be in protection of intellectual property, though the law provides little guidance on the issue of detection and damages when an SNG feed is stolen. The 1986 Act is valuable in that it recognizes the interests of originators of SNG feeds, but is inadequate because it says nothing about the nature of satellite transmissions. Clearly, further congressional measures are warranted for the protection of such new technology. (JC)

ED 286 203 CS 210 811

Hooper, Stephen C.
Using Word Processors in High School and College Writing Instruction: A Critical Review of Current Literature.
PUB DATE- 2 Sep 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Higher Education; High Schools; Literature Reviews; Revision (Written Composition); Teaching Methods; *Word Processing; Writing Improvement; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- Audience Awareness

Intended to categorize the literature on writing with word processors in high school and college classrooms and to determine the quality of the literature as well, this critical review looks at selected works on word processing in English instruction. The first section examines studies and methodologies, while the second section investigates research conducted in the classroom. The third section discusses findings of these and other researchers, and indicates: (1) that most agree that word processing eases the revision process; (2) that researchers disagree on the quality of the revisions and on the effects of word processing on writing anxiety; (3) that some researchers have found that the social nature of computers increases students' sense of audience and feedback; (4) that other researchers seem over-enthusiastic about the effects of particular software packages on their students' writing; and (5) that still others warn that newfangled devices like computers are not enough to teach students to write better. The concluding section stresses the need for more longitudinal studies on computers and writing instruction and for more investigation of negative effects of computer use. (Three pages of references are appended.) (SKC)

ED 286 230 CS 505 696

Daniel, Arlie V.
Oklahoma Speech/Drama Teacher Preparation.
PUB DATE- Nov 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Competency Based Teacher Education; *Curriculum Development; Degree Requirements; *Drama; *Educational Change; Higher Education; Inservice Teacher Education; Professional Development; Program Development; Required Courses; Secondary Education; *Speech Communication; Speech Curriculum; State Legislation; *Teacher Education Programs; Teacher Improvement
IDENTIFIERS- Drama in Education; *Oklahoma; Speech Communication Education

Noting recent state legislation (HB 1706) in Oklahoma that is focused on the improvement of teacher preparation programs at the university level, this paper details the implementation of such improvements at East Central University in Ada, Oklahoma. The first section of the paper considers requirements for improved classroom preparation in both the content area and education, including minimum courses and hours, restricted entrance into the professional education sequence, and field experience courses. The next section addresses the establishment of an exit competency examination in the subject matter a new teacher has been trained to teach. The paper then explains the operation of the entry-year assistance committee--an innovative program designed to provide practical help and advice for first-year teachers in the classroom--and also addresses the professional growth component of the Oklahoma law, which provides inservice training for teachers and higher education courses for those involved in teacher training. The paper concludes with a brief restatement of the four components in the revised teacher education program. (Speech/Drama certification requirements, a conversion endorsement sheet, professional education requirements, a speech and drama objectives sheet, a sample faculty development plan agenda, and references are appended.) (NKA)

ED 286 296 EC 200 473

Garvar-Pinhas, Adrienne; Schmelkin, Liora Pedhazur
Adminstrators' and Teachers' Attitudes Toward Mainstreaming.
PUB DATE- Oct 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Kerhonksen, NY, October 23-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Disabilities; Elementary Education; *Mainstreaming; *Special Education Teachers; *Teacher Attitudes

Factors underlying attitudes toward mainstreaming were examined for 38 elementary school principals, 45 special education administrators, 84 regular elementary school teachers, and 80 special teachers. A mainstreaming questionnaire was devised around four factors: academic concerns, socio-emotional concerns, administrative concerns, and teacher concerns. Results of a discriminant analysis revealed overall differences in attitudes toward mainstreaming for the four groups. In particular, two factors, academic and administrative concerns, appeared to differentiate among the groups. Results reflected generally negative attitudes of regular teachers toward mainstreaming. Special education administrators and special teachers had the least positive attitudes in relation to administrative concerns about mainstreaming. (Forty-five references are listed.) (Author/CL)

ED 286 331 EC 200 511

Frillmann, Louis W.
Special Students, Technology, and Basic Skills Education.

PUB DATE- 85
NOTE- 8p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; *Computer Assisted Instruction; *Disabilities; Elementary Secondary Education; *Teaching Methods; *Technology

The use of computers in teaching basic skills to special education students is examined. Six instructional techniques useful in teaching basic skills are outlined: information delivery, demonstration, drill and practice, problem solving, tutorial, and instructional games. A summary lists the contributions of technologies to effective learning, such as providing feedback to learners, as well as ways to assess the impact of technology on education. A parable on individual differences concludes the paper. (CL)

ED 285 972 CE 047 857

Johnson, Scott H.
A Cognitive-Structural Approach to Adult Creativity.
PUB DATE- 28 May 87
NOTE- 17p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphia, PA, May 28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adults; *Cognitive Development; *Creativity; Formal Operations; Intellectual Development; Intelligence; *Piagetian Theory; *Problem Solving

This paper is an attempt to clarify the ambiguity surrounding the issue of adult creativeness. The significance and the limitations of the Genetic Epistemological paradigm in the conceptualization of adult inventiveness are discussed. A framework is suggested that provides an alternative for the study of adult creativeness from a cognitive-structural orientation, reconciling traditional developmental theory with a nontraditional approach to the definition and study of inventiveness. The paper also examines hypothesized post-formal thought structures and their relevance to the understanding of adult creativity. A study is reported that was undertaken to investigate the possibility that the problem-finding stage of cognitive development is inseparable from creativity. Data are shown that imply that problem finding is a critical component in the creative process. (YLB)

ED 285 986 CE 048 195

Marketable Skills and Jobs for Single Teen Parents. Final Report, Project No. 480-15170-7-1D05, July 1, 1986 to June 30, 1987.
Orange County Public Schools, Orlando, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 84p.; Some pages contain light type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Competency Based Education; Daily Living Skills; Decision Making Skills; *Early Parenthood; *Employment Potential; Employment Programs; *Job Skills; *Job Training; Mothers; *One Parent Family; Postsecondary Education; Program Development; Program Effectiveness; Recordkeeping; *Services; Skill Development; Vocational Education; Young Adults
IDENTIFIERS- *Orange County Public Schools FL

The Single Teen Parent Program conducted by the Orange County, Florida, Public Schools, was designed to help single teen parents acquire marketable skills and jobs in order to head independent family units. The parents served were between the ages of 16 and 20 and either had a high school diploma or had passed the General Educational Development (GED) test. The Single Teen Parent Program made 100 contacts with students, has 12 students pre-enrolled, and provided transportation, day care, and tuition assistance to students who otherwise would have been unable to attend school. Students received training in competency-based vocational programs of the Orange County Public Schools, job placement assistance, and supportive services. To provide these services, the coordinators had to research and identify existing supplemental programs and their eligibility requirements. The coordinators also had to design a system of recordkeeping, forms for referral, and vouchers for identifying qualified students. Special documents were developed to implement the project objectives and serve the single teen parents. Formal counseling sessions were used to help students identify appropriate training programs, assist students with problems of daily living, and encourage self-management and decision-making skills. Recommendations were made for more vocational evaluation and for bolstering students' self-esteem before placing them in training programs, especially in nontraditional areas. (Thirteen appendixes comprise three-quarters of the document and contain the forms developed for and used in the program.) (Author/KC)

ED 285 999 CE 048 275

Fisher, Constance Q.; Poitier, Vera R.
Nontraditional Options in Training for Employment. Final Report from July 1, 1986 to June 30, 1987.
Valencia Community Coll., Orlando, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 32p.; Project No. DVE 482-15170-7-2EF6.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; Career Awareness; Career Choice; *Displaced Homemakers; *Educational Attitudes; Females; *High School Students; *Job Training; *Nontraditional Occupations; Postsecondary Education; Program Effectiveness; Role Models; Sex Fairness; Sex Stereotypes; Technical Occupations; Vocational Education; Womens Education
IDENTIFIERS- Florida (Orange County)

Nontraditional Options in Training for Employment (NOTE) informed displaced homemakers and high school women about the advantages of nontraditional work and encouraged them to pursue vocational training. The first objective was to recruit 60 displaced homemakers and high school women and to inform them about the advantages of technological careers. Thirty-two displaced homemakers and 187 high school women attended seminars on nontraditional careers. To encourage 60 displaced homemakers and high school women to train for nontraditional and technological careers was the second objective. It was achieved through field trips by displaced homemakers to the Orlando Vocational Technical Center, where the women toured technical departments and role models made presentations to a total of 100 displaced homemaker classes and high school women. The third objective was to encourage employers to hire women in nontraditional fields. Presentations explaining the advantages of hiring women in nontraditional fields were made to three women's networks: Women in Management, Black Women in Management, and Women Business Owners. The project reached a total of 319 displaced homemakers and high school women. Participant response was positive. The exposure to a vocational technical center was very popular, and the chance to observe and talk to women engaged in training was significant to the displaced homemakers. (KC)

ED 286 025 CE 048 310

Castro, Jesus; And Others
Bilingual Microcomputer Business Skills Course. Vol. III. Joint Lesson 15-19.
Hacer Hispanic Women's Center, Inc., New York, NY.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 221p.; For related volumes, see CE 048 308-309.
GRANT- G008620006
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Clerical Occupations; Competency Based Education; *Computer Oriented Programs; Curriculum Guides; Filing; Job Skills; Learning Activities; Limited English Speaking; *Microcomputers; *Office Occupations Education; Postsecondary Education; Secondary Education; Spanish Speaking; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- *Occupational Literacy

This curriculum guide for the Bilingual Microcomputer Business Skills Course reflects modern office practices and technology. This volume, third of three, contains five competency-based joint lessons, the focus of which is on mastering specific tasks needed to accomplish the job of the occupational cluster of clerical worker while also learning job-related English as a second language (ESL). The language level of the lessons is designed for a trainee with high-intermediate to advanced levels of English language proficiency. Each joint lesson include these components: a cover sheet (identifying related communicative task, vocational task, performance objective, steps and technical knowledge, technical terms, language functions, language structures, tools and materials, background knowledge, safety, attitudes, learning activities and resources (vocational and job-related ESL); technical terms sheets; information sheets; operation sheets; job sheets; activity sheets; and performance evaluation sheets. The five joint lessons/tasks are: record supplies; order office supplies by phone; order office supplies using purchase order form; file in alphabetical order; and file by subject. (YLB)

ED 286 077 CE 048 430

Organized Labor Involvement in Vocational-Technical Education at the Local Level.

Ohio State Council on Vocational Education, Westerville.

PUB DATE- 87
NOTE- 37p.; Report on a study by Raymond A. Wasil, commissioned by the Ohio State Council on Vocational Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; Apprenticeships; Community Colleges; *Cooperative Planning; *Cooperative Programs; Coordination; Educational Cooperation; Linking Agents; Participative Decision Making; Postsecondary Education; *School Community Relationship; *School Districts; Secondary Education; State Surveys; Student Organizations; Technical Education; *Unions; *Vocational Education
IDENTIFIERS- *Ohio

A study examined the involvement of organized labor in vocational and technical education at the local level in Ohio. The following types of organized labor involvement were examined: labor representation on vocational and technical advisory committees; labor representation on vocational and technical education program review committees; apprenticeship and journeyworker training; involvement with vocational student organizations; and other education-labor linkages. The shift from a production-oriented economy toward a service-oriented economy was identified as the major trend affecting the extent and nature of collaboration between organized labor and vocational-technical schools. The following factors or conditions were identified as contributing to the effectiveness of collaboration between organized labor and education: an awareness on the part of both labor and education of the tangible benefits of collaborative programs; an atmosphere of mutual trust and respect; organized, continuous, and structured two-way communication; advisory committees convened on the basis of trade area and that include representatives of labor, education, and industry; clear lines of responsibility that were drawn before collaboration began; periodic review of programs; and a mutual awareness of each other's strengths and weaknesses. A series of recommendations directed toward organized labor and vocational education practitioners was also developed. (MN)

ED 286 162 CS 008 931

Reinking, David, Ed.
Reading and Computers: Issues for Theory and Practice. Computers and Education Series.
REPORT NO.- ISBN-0-8077-2866-7
PUB DATE- 87
NOTE- 205p.; Foreword by George E. Mason.
AVAILABLE FROM- Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($22.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; Cognitive Processes; *Computer Assisted Instruction; Computer Simulation; *Computer Uses in Education; Elementary Secondary Education; Eye Movements; Higher Education; Language Arts; Reader Text Relationship; Reading Comprehension; Reading Consultants; Reading Improvement; *Reading Instruction; *Reading Processes; Reading Research; Reading Strategies; Reading Teachers; Reading Writing Relationship; *Theory Practice Relationship
IDENTIFIERS- Print Awareness

Embodying two themes--that the computer can become an even more exciting instructional tool than it is today, and that the research necessary for developing the potential of this tool is already underway, this book explores the theoretical, research, and instructional issues concerning computers and reading. The titles of the essays and their authors are as follows: (1) "Computers, Reading, and a New Technology of Print" (D. Reinking); (2) "The Construct of Legibility in Electronic Reading Environments" (D. B. Daniel and D. Reinking); (3) "Implications of Artificial Intelligence Research for Human-Computer Interaction in Reading Instruction (E. Balajthy); (4) "Computers and Reading Research" (M. L. Kamil); (5) "Computer Analysis of Written Materials" (L. T. Frase); (6) "Two Examples of Computer-Based Research on Reading: Eye Movement Monitoring and Computer-Aided Reading" (G. W. McConkie and D. Zola); (7) "Redefining a Basic CAI Technique to Teach Reading Comprehension" (M. A. Siegel and D. M. Davis); (8) "Computers, Simulated Cases, and the Training of Reading

Diagnosticians" (J. F. Vinsonhaler, A. B. Weinshank, C. C. Wagner, and R. M. Polin); (9) "Using Computer-Simulated Instruction to Study Preservice Teachers' Thought Processes (D. Alvermann); (10) "Computer Speech in Reading Instruction" (R. K. Olson and B. Wise); and (11) "Using Computers as an Integral Aspect of Elementary Language Arts Instruction: Paradoxes, Problems, and Promise" (L. Miller and J. D. Burnett). Biographies of the contributors and an index are appended. (SKC)

ED 286 217 CS 505 658

Walker, James R.
Viewers, Readers, and Jawboners: The Use of Political Information Channels during Off-Year Elections in the Southeast.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Information Sources; *Interpersonal Communication; *Mass Media Effects; Media Research; Newspapers; *Political Attitudes; Political Candidates; *Political Influences; Political Issues; Television; Use Studies
IDENTIFIERS- Information Selection; *Media Role; Media Use; *Political Communication; Political Efficacy; Political Image; United States (Southeast)

A study explored the use of seven political information channels available to eligible voters during the 1986 off-year elections. Specifically examined were (1) the degree to which various political information channels were used during this election, (2) which of these information channels respondents depended upon most for information about the candidates and their positions on issues, (3) the most important patterns of exposure to the various information channels among the electorate, and (4) how these political information groups differed in their levels of political efficacy and political activity. The seven information channels investigated were these: (1) television; (2) newspapers; (3) interpersonal communication; (4) direct contact; (5) campaign literature; (6) radio; and (7) visual material. Respondents, 1,917 eligible voters from six communities in the southeastern United States, were randomly selected and interviewed. The sample was 56% female, 81.2% white, and averaged 13.9 years of education. The medium household income was between $19,000 and $30,000. Results indicated that television had the highest level of exposure, image dependency, and issue dependency. Newspapers were third in level of exposure, but second in both image and issue dependency. Although interpersonal communication ranked fifth in exposure, a significant minority of respondents were dependent on interpersonal communication for information about the candidates' stands on issues, and especially about candidate image. Although visual media ranked second in exposure, few respondents were dependent on it for image or issue information. Findings suggest that interpersonal communication seems to be a key communication channel for the politically active, and that a substantial minority of voters rely on information channels other than television and newspapers. (Tables of data, notes and references are attached.) (NKA)

ED 286 243 CS 505 712

Schnell, James A.

A Comparative Study of the Effect of Subliminal Messages on Public Speaking Ability.

PUB DATE- 86

NOTE- 18p.; Some pages contain light, broken type which may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Audiotape Recordings; *Communication (Thought Transfer); Communication Research; Comparative Analysis; Higher Education; Instructional Innovation; *Learning Strategies; *Public Speaking; Teaching Methods

IDENTIFIERS- Message Transmission; Placebo Effect; Subliminal Stimulation; *Subliminal Suggestion

A study investigated the effectiveness of subliminal techniques (such as tape recorded programs) for improving public speaking ability. It was hypothesized that students who used subliminal tapes to improve public speaking ability would perform no differently from classmates who listened to identical-sounding placebo tape programs containing no subliminal messages. Subjects, 26 students at a midwestern university, were divided into subliminal tape and placebo tape groups. Comparison of pretest and posttest surveys did not support the hypothesis. Although placebo group members evaluated their own confidence, improvement, and enjoyment higher than the subliminal group, the average final course grade of the experimental (subliminal) group was higher than that of the control (placebo) group. (Tables of data are included, notes and sample pretests and posttests are appended.) (NKA)

ED 286 256 EA 019 619

Hansen, Kenneth H.
Statewide Education Databases: Policy Issues. Discussion Draft.
Chief State School Officers of the Northwest and Pacific.; Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 16p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; *Database Management Systems; *Databases; *Information Needs; *Information Services; Information Sources; *Information Utilization; Online Searching; Research Needs; Selective Dissemination of Information; *State Agencies; Statewide Planning
IDENTIFIERS- United States (Northwest)

This essay reviews current policy issues regarding statewide educational databases. It begins by defining the major characteristics of a database and raising two questions: (1) Is it really necessary to have a statewide educational database? (2) What is the primary rationale for creating one? The limitations of databases in formulating educational policy are then assessed to consider how they may be linked to policy formation and decision-making processes. This linkage appears to operate on two levels: the rational/ideal level, in which management information in statewide databases is used to determine what is rationally true and ideally desired; and the pragmatic level, which takes into account social, political, economic, and emotional constraints. On account of the proliferation of special programs, the growing demand for research data, and the growth of electronic data processing capabilities, state education agencies should adopt the following policy criteria for including information in a database: (1) clearly established needs; (2) clearly established definitions; (3) clearly established limits; (4) coordination of multiple databases; (5) a means for incorporating outside data, (6) a balance between technological and educational interests; and (7) proper regard for confidentiality and ownership, coupled with availability. Carefully planned, appropriately used, and constantly revised and upgraded databases can become the foundation of sound educational policy. (TE)

ED 286 282 EA 019 682

Sween, Joyce; And Others

Chicago Public High Schools: How Their Students' Low Income, Reading Scores, and Attendance Rates Relate to Dropout Level and Type of School. First Report to the Illinois State Board of Higher Education in Response to PA 84-712 of the 84th Illinois General Assembly--"The Educational Partnership Act."

DePaul Univ., Chicago, IL. Chicago Area Studies Center.

SPONS. AGENCY- Chicago Board of Education, Ill.; Illinois State Office of the Attorney General, Springfield.
PUB DATE- 87
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Attendance Patterns; *Attendance Records; Disadvantaged Youth; Dropout Prevention; *Dropout Rate; Dropouts; High Schools; *High School Students; Minority Groups; Public Schools; School Holding Power; School Statistics; State School District Relationship; *Student Attrition; *Urban Schools; Withdrawal (Education)
IDENTIFIERS- *Chicago Public Schools IL

This study focuses on school system characteristics that affect the dropout rate in the Chicago public high schools. Although the primary variable for investigation is attendance rate, other school system variables examined include type of school, percentage of low-income students in a school, and the overall level of student ability for a school as indicated by average reading scores. Chapter 1 provides statistics on enrollment and dropout rates for each of the four types of high schools in the Chicago system: selective academic, selective vocational, nonselective integrated (consisting of at least 30% white students), and nonselective segregated (consisting primarily of minority students). Chapter 2 provides statistics on the percentage of low-income students, average reading scores, school attendance rates, and school dropout rates for each type of school. The third chapter documents the process of recording attendance rates through sample attendance report forms submitted by high school principals during the 1984 school year. Chapter 4 is a critique of the state funding formula, arguing that it results in a lack of monetary incentive to reduce the dropout rate and chronic truancy. The final chapter relates the dropout rates of schools to attendance records, showing that schools with high dropout rates had proportionally fewer days of attendance than schools with low dropout rates. A system of reimbursement based on rewarding school systems on a per diem basis for student attendance is therefore recommended. References are included. (TE)

Marchetti, Allen

Abuse of Mentally Retarded Persons: Characteristics of the Abused, the Abuser, and the Informer.

PUB DATE- May 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (111th, Los Angeles, CA, May 24-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attendants; *Child Abuse; Etiology; *Institutionalized Persons; *Mental Retardation; *Psychological Characteristics; *Residential Programs; Stress Variables
IDENTIFIERS- *Abuse (of Disabled Persons)

The possible casues of abuse of mentally retarded persons in residential facilities are examined and a study of all reported abuse cases occurring in Alabama's residential facilities from January, 1984, to September, 1986 is reviewed. Fifty-seven confirmed cases of abuse were identified for further examination using facility records and system data bases. No significant differences were found for age, sex, or racial factors. The abused population tended to be higher functioning in Intelligence Quotient (IQ) level and adaptive behavior when compared to the general facility population. It is concluded that increased attention should be focused on teaching staff behavior management and aggression control techniques and that staff should be rotated to less stressful areas of the facility on a regular basis. Staff profiles suggested that staff who commit abuse were primarily direct care personnel who are less eeucated and less well paid than the general staff population. There was a greater tendency for abuse to be reported by professionals and administrative staff but to be committed by direct care staff. The need for assigning more professional and administrative staff to residential areas and for paying greater attention to reporting and tracking abuse is stressed. (CL)

ED 286 347 FL 016 424

Pashto Basic Course. Textbook, Units 1-7.

Defense Language Inst., Monterey, CA. Foreign Language Center.

PUB DATE- Nov 86
NOTE- 303p.; For related documents, see FL 016 420-427.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiolingual Skills; Classroom Environment; Conversational Language Courses; *Daily Living Skills; Family (Sociological Unit); Instructional Materials; *Interpersonal Communication; Learning Activities; *Pashto; Second Language Instruction; *Sociocultural Patterns; Textbooks; Uncommonly Taught Languages; Vocabulary

The textbook for a course in basic Pashto contains seven instructional units, each consisting of five lessons. Each lesson contains a list of objectives, a review of previously learned words and sentences on which the new lesson is based, new vocabulary, a dialogue, pronunciation exercises, exercises in sentence structure, activities to encourage the student to try his new knowledge, and a Pashto conversation exercise with related activities. Lesson topics include information on the Pashtuns, classroom communication and behavior, greetings, telephone use, visiting someone's house, giving personal information, conversation skills, giving and getting directions, discussing everyday life, the seasons, days and times, prayer times, and the family. The textbook and accompanying written and recorded materials are intended for use in an intensive language course that includes classroom instruction, laboratory work, and writing practice. (MSE)

ED 286 040 CE 048 345

Meacham, Louisa B.; Schwartzberg, Beverly
Literacy Action. A Resource Book for Colleges and Universities. First Edition.
Campus Outreach Opportunity League, Washington, DC.
SPONS. AGENCY- ACTION, Washington, D.C. Volunteers in Service to America.
PUB DATE- 87
NOTE- 217p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Literacy; *Adult Reading Programs; *College Programs; Financial Support; Higher Education; *Literacy Education; Program Content; *Program Development; *Program Implementation; Publicity; School Community Relationship; Staff Development; Student Recruitment; Supervisory Methods

This resource book is intended to assist colleges and universities in developing literacy action programs to serve their communities. The following topics are covered: definitions of literacy and types of learners and programs; steps in starting a program (planning, first steps, and first meetings); guidelines for working with learners, community literacy programs, and other community agencies and organizations; program ideas for students, faculty, staff, administrators, and the community at large; procedures for obtaining credit for course work and independent study; student recruitment and program promotion; training and supervision; fund development (government, foundations and corporations, business, the host institution, and direct fundraising); and program profiles of Boston University, Brevard Community College, Macalester College, Mary Baldwin College, Northwestern University, State University of New York at Oswego, Rice University, Seattle University, Stanford University, University of Pennsylvania, Volunteers in Service to America (VISTA), and Yale University. The following five papers are also included: "Fifteen Myths about Illiterate America" (Kozol); "L.V.A. Conference" (Arrindell); "Keeping Up in America" (Harman); "Teaching Is Remembering" (Holtzman); and "Four Poets: Modern Poetry in the Adult Literacy Classroom" (Kazemek and Rigg). Lists of resources and contact persons and a bibliography are also provided. (MN)

White, J. L.
Educational Accountability and the Need for Comprehensive Evaluation in TAFE.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-107-5
PUB DATE- 87
NOTE- 88p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria, 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Accountability; Administrative Principles; *Adult Education; Audits (Verification); Business; Databases; Evaluation Methods; Evaluation Needs; Financial Audits; Foreign Countries; Management Information Systems; *Management Systems; Organizational Effectiveness; Planning; Postsecondary Education; *Program Evaluation; Quality Control; *Systems Approach; Technical Education
IDENTIFIERS- *Australia (New South Wales); *Strategic Planning; TAFE (Australia)

This paper seeks to provide a rationale for evaluating Technical and Further Education (TAFE) programs by using a management system approach that is based on corporate planning. The first section reviews the sources of increased demands for accountability in TAFE (societal, economic, government, and legislative sources) and examines various management systems that could be used to meet increased demands for accountability (program budgeting, program evaluation, management information systems, management procedures, and corporate planning). The first section concludes with an examination of the Swedish model for self-evaluation. The second part of the report describes the following aspects of the attempt in New South Wales, Australia, to increase accountability by using a corporate planning-based approach in which evaluation is a major component in providing accountability and maintaining quality of educational provision. The following topics are covered: the diversity and scope of TAFE in New South Wales, corporate planning as a management tool, strategic planning (departmental, college/school, and servicing unit strategic plans), staff participation in strategic planning, action or operational planning, evaluation and monitoring, performance indicators and their interpretation, evaluation procedures for program monitoring, comprehensive audits and program evaluation activities, establishment of a directorate of audit and review, program performance evaluation plans, planning and evaluation support to managers, and future directions. (MN)

ED 286 065 CE 048 402

Velez, Vidal; And Others
Needs Assessment Study of Vocational, Technical, and High Skills Education Programs 1986-1987.
Clapp and Mayne, Inc., San Juan, PR.

SPONS. AGENCY- Puerto Rico State Dept. of Education, Hato Rey. Area for Vocational and Technical Education.
PUB DATE- Aug 87
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Adult Vocational Education; Disabilities; Disadvantaged; Educational Legislation; *Educational Needs; *Educational Quality; Education Work Relationship; *Federal Legislation; High Schools; *Needs Assessment; Program Evaluation; Questionnaires; *Relevance (Education); Secondary Education; Student Attitudes; Teacher Attitudes; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Puerto Rico

This report provides results from a study of the priorities of the vocational and technical education programs in Puerto Rico in light of the opinions of teachers, students, and administrators. Information on the methodology is followed by narrative and tables that present study findings and recommendations. The study covers these areas: identification of current and projected needs according to labor supply and demand, examination of teacher and student needs, evaluation of the quality of vocational education programs in terms of their relevancy and pertinence of these programs to the needs of the world of work, determination of the capacity of the education agencies to deliver the services needed in vocational education, and determination of whether the services and activities sponsored under the Carl D. Perkins Vocational Education Act are in tune with the needs identified in the study. (YLB)

When Love Really Hurts: Dating Violence Curriculum.
Family Crisis Shelter, Williston, ND.
PUB DATE- 87
NOTE- 92p.; Developed by Network Against Teenage Violence.
AVAILABLE FROM- Family Crisis Shelter, P.O. Box 1893, Williston, ND 58802 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Assertiveness; Curriculum Guides; *Dating (Social); Interpersonal Communication; Interpersonal Competence; Interpersonal Relationship; *Prevention; Secondary Education; *Violence

This document presents a curriculum developed for the prevention of violence in teenage relationships. A guide for presenting material in four class periods is included. Student learning objectives are listed and a pre/post test is included. Each of the four objectives is discussed in its own section of the curriculum. Objective I, Dating Violence: Its Existence and Its Forms, provides general information on dating violence, historical attitudes toward relationship violence, and theories to aid in understanding and preventing relationship violence. Specific information concerning physical, emotional, psychological, and sexual abuse are discussed. Objective II, Abusers and Victims: The Individuals and the Relationship, discusses traits prevalent in abusers and victims of abuse, and information concerning individual background and behavior which may predict violence. Objective III, Dating Violence: Prevention Through Knowledge and Understanding, presents prevention concepts to help students avoid dating violence and describes the use of self-esteem, interpersonal relationships, assertiveness, and communication skills to prevent dating violence. Objective IV, When You Need Help, lists possible resources available to help victims and perpetrators of dating violence. The curriculum concludes with a set of relevant activities. The Network Against Teenage Violence dating violence survey study, an information handout, and a list of domestic programs in North Dakota are appended. (NB)

ED 286 134 CG 020 218

Russell, Joyce E. A.; And Others
A Preliminary Analysis of the Effects of Individual Difference Characteristics and Knowledge of Results on Perceptions of Leader Behavior.
PUB DATE- Mar 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior; College Students; Evaluation; Higher Education; Individual Characteristics; *Individual Differences; *Leaders; *Personality Traits

While past research has documented the independent effects of individual difference characteristics and contextual information on perceptions of leadership, it has not investigated the simultaneous effects. This study explored the interactive effects of these factors under the hypothesis that dispositional characteristics should be more strongly related to perceptions of leadership when performance information is unavailable than when it is available (i.e., a hypothesized diminution of individual difference effects with salient contextual information). College students (N=80) were randomly assigned to one of eight cells in a 2x2x2 design manipulating the level of exhibited leader behavior, the availability of post-observational performance information, and the type of ratings desired. Subjects viewed one of two 15-minute videotapes demonstrating two varieties of leader behavior, and provided information on their own gender, age, locus of control, task/person orientation, leniency response bias, and confidence in rating the leader's behavior. In addition, bogus performance information was given to half the subjects within each behavior condition. Analyses of reported perceptions of observed leader behavior offered partial support for the diminution effect, as well as some evidence of individuals discounting contextual information. (NB)

ED 286 149 CS 008 904

O'Hara, Nancy Jane
An Investigation of the Effects of Guided Imagery, before Reading, on Comprehension of Stories in a Narrative Text.
PUB DATE- Jul 87
NOTE- 98p.; M.S. Thesis, Eastern Montana College. Partial funding for research provided by a grant from Eastern Montana College.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Grade 3; Primary Education; Reader Text Relationship; *Reading Comprehension; *Reading Instruction; *Reading Processes; Reading Research; *Reading Strategies; *Schemata (Cognition)
IDENTIFIERS- *Guided Imagery; Main Idea; *Prereading Activities; Text Factors

A study investigated the effects on reading comprehension of guided imagery instruction before reading. Subjects, 25 third-grade student volunteers from a small Montana community, were given a vocabulary pretest to determine the effect of background knowledge. They were then randomly assigned to one of three treatment groups--read only, guided imagery, or non-related imagery--for three sessions. After reading the narrative text, the students completed a main idea statement and answered comprehension questions. Results indicated no significant differences among the three treatment groups. Results also indicated that the order of treatment made no apparent difference in the literal and interpretive level test scores. In addition, there appeared to be no difference in the type of treatment related to the distribution of main idea types. (Statistical tables and a figure are included; a data table, the vocabulary pretest, the guided imagery procedure and treatments, the posttest, and extensive references are appended.) (NKA)

ED 286 269 EA 019 658

Chubb, John E.
The Dilemma of Public School Improvement.
PUB DATE- Jul 87
NOTE- 35p.; Paper presented as part of the Dartmouth College Spoor Dialogues on Leadership (Hanover, NH, May 4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Administrative Organization; *Educational Improvement; *Government School Relationship; High Schools; National Surveys; Private Schools; Professional Autonomy; *School Effectiveness; *School Organization; Teamwork; Underachievement
IDENTIFIERS- Effective Schools Research; *High School and Beyond (NCES)

Despite prestigious reports, most notably "A Nation at Risk," and fervent reform efforts, school performance is unlikely to be improved by measures failing to recognize that schools are institutions--complex organizations composed of interdependent parts, governed by well-established rules and norms, and adapted for stability. Effective schools cannot flourish unless superintendents, school boards, and other outside authorities delegate meaningful control over school policy, personnel, and practice to the schools themselves. High school performance gains will require basic changes in school governance and organization--changes threatening the security of political representatives and administrators heavily invested in the existing system. This study developed a comprehensive database to explore these issues. The database supplements a national survey and testing of 25,000 students in 1,000 public and private high schools (the High School and Beyond Study) with a survey of teachers and principals in a representative sample of half the schools. This supplement, the Administrator and Teacher Survey, was designed to measure elements of school organization related to school effectiveness. High- and low-performance schools were found to differ dramatically in their student bodies and informal organization. Students from high-performance schools were typically Caucasian and from well-educated, affluent families. Leadership was stronger in high-achievement schools; staff shared a commitment to academic excellence and worked as a team to create a more productive learning environment. A multiple regression technique proved that school organization significantly affected learning. The closing discussion explores ways to free schools from governmental and other controls. (MLH)

ED 286 297 EC 200 474

Jones, Cynthia L.; Davenport, James M.

Peer Social Behavior in Preschool Hearing Impaired Children: Comparisons and Models.

PUB DATE- Apr 87
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; *Communication Skills; *Hearing Impairments; Interpersonal Competence; *Language Acquisition; *Peer Relationship; Preschool Education; *Socialization

As part of an effort to help preschool classroom teachers of the hearing impaired identify those children at risk in developing positive peer relationships, information was collected on 100 children with hearing impairments and 82 children with normal hearing. For hearing impaired subjects, data were collected on age, gender, age of onset of hearing loss, severity of loss, length of enrollment in current program, number of other group experiences, communicative program philosophy, time spent mainstreamed, and time spent freely interacting with other children. Hearing subjects were examined in terms of age, gender, number of group experiences, and number of older and younger siblings. In addition, for the hearing children, a language age was computed, using a combined auditory comprehension and verbal ability scale from the Preschool Language Scale. Peer social behavior was randomly sampled, with recordings made of frequency and level of social interactions, and frequency and levels of communicative initiations and responses. The observed frequencies and levels of social interactions of hearing impaired children were lower than the observed frequencies and levels of interactions of hearing subjects in all four age groups. Although hearing impaired subjects had lower levels of communicative initiations and responses, by age five or six, they had higher frequencies in both initiation and response categories than hearing subjects. Results suggested that the major differences between hearing and hearing impaired subjects were in communicative behavior rather than in social behavior. (CL)

ED 286 332 EC 200 512

Pfrommer, Margaret C.
Utilization of Technology; Consumer Perspective.
PUB DATE- 85
NOTE- 7p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); *Consumer Protection; *Disabilities; *Engineering Technology; *Equipment; Government Role; *Technological Advancement; Technology

A consumer viewpoint on the use of technology by disabled persons is presented. Reasons for not solving the problem of technological underutilization are proposed. Goals for evaluating the appropriateness of a technology should not be rigidly defined; persons who do this actually set limitations in the guise of being "realistic." At present there is no one source of information about all technical aids; a better procedure is to seek clinical engineering services to meet individual client needs. Another recommendation centers on the establishment of technical assistance for projects concerning the disabled and the use of data from follow-up procedures. Consumer reports on technical aids and technical equipment demonstration units are also advocated. Comments on pricing and on the government's role in research and development conclude the presentation. (CL)

ED 285 973 CE 047 886

Talan, Carole S.
Literacy Needs Assessment or LNA. A Tool for Assessing the Literacy Needs of a Local Community.
Altrusa International Foundation, Inc., Chicago, IL.

PUB DATE- 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Adult Literacy; *Community Resources; *Evaluation Methods; *Illiteracy; *Literacy Education; *Needs Assessment; Program Development; Program Implementation; Surveys

Intended for those groups contemplating the establishment of any type of literacy services within a community, this resource is designed to help in the analysis of both the need for literacy services within the community and the currently available resources for meeting that need. Five steps are recommended to identify clearly both the needs and present resources in a given community. They are: (1) analyze census data, (2) survey literacy providers, (3) survey potential clients/students, (4) survey other service providers, and (5) survey business and industry. Suggestions are made for implementing each step, and instruments are provided as necessary. Appendixes include material on adult illiteracy estimates for the states and sample letters to accompany some of the questionnaires that are provided in the text of the guide. (YLB)

ED 286 013 CE 048 296

Yenney, Sharon L.
Using Incentives To Promote Employee Health. WBGH Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- Feb 86
NOTE- 44p.; For related documents, see CE 048 292-305.
AVAILABLE FROM- Prevention Leadership Forum, Washington Business Group on Health, 229 1/2 Pennsylvania Avenue, SE, Washington, DC 20003 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Corporate Education; Cost Effectiveness; *Employee Assistance Programs; Employer Employee Relationship; Fringe Benefits; *Health Programs; *Incentives; *Motivation Techniques; Personnel Policy; *Physical Fitness; Positive Reinforcement; Recognition (Achievement); Rewards; *Well Being
IDENTIFIERS- *Wellness Programs

The use of incentives by businesses is a well-accepted pattern of management-employee collaboration. Increasingly, U.S. businesses are using incentives to encourage employees to stay healthy. Research in the field of behavior modification indicates that positive reinforcement, negative consequences and restrictions, and feedback have great potential as strategies for encouraging employees to stay healthy. Although many program planners feel that cash is the strongest motivator, other companies have achieved success in motivating employees by offering noncash positive incentives, negative incentives, and social support. Location, convenience, and cost have also been found to be important in encouraging employees to make long-term health changes. Some possible types of incentives to encourage healthy life-styles in businesses are corporate policies and practices, facilities and equipment, personal recognition, tangible rewards, teams and competitions, and health care benefits. Whatever the incentive used, incentive programs have had the greatest impact when they include rewards for employees who are already healthy as well as those employees who wish to make changes in their health practice patterns. Incentives are not effective if they are viewed as coercive or manipulative. Small, visible, quickly earned rewards seem to encourage people to take the first steps in health promotion and can be effective when starting a program or when attempting to increase participation rates. (Twenty-seven examples of companies that offer incentives for participation in worksite physical fitness programs are included in this document.) (MN)

ED 286 026 CE 048 311

Faddis, Constance R.; And Others
A Study of Job Clubs for Two-Year College Students with Learning Disabilities.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 220p.; For a related document, see ED 273 750.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Education Work Relationship; *Employment Potential; Employment Programs; Job Placement; *Job Search Methods; *Job Skills; *Learning Disabilities; Outcomes of Education; *Program Effectiveness; Program Improvement; Student Organizations; Two Year Colleges
IDENTIFIERS- *Job Clubs

A study was conducted to determine how job clubs help two-year college students with learning disabilities improve their job-seeking skills and knowledge of the world of work in preparation for making a successful transition from school to work. The approach was based on a previous demonstration project in which job clubs showed promising results for students with a spectrum of disabilities. The job clubs were conducted at six two-year colleges throughout the country. Researchers worked with the projects to facilitate the clubs and to report on activities and outcomes. In all, 81 students participated in the 6 clubs, and 62 students completed the job club experience. Job clubs made use of a syllabus of activities, handouts, evaluation instruments, and other resources provided or suggested by the researchers. Results showed that the job club participants increased their job-seeking skills and knowledge, although job club participation had less effect on students' employment. An important finding was that students with learning disabilities cannot be hurried through job club activities if they are expected to retain the information and develop the skills appropriately. Many of the students have unrealistic career goals that must be addressed, and many also need extra help and support to overcome self-esteem and social skills problems. Some students require continual encouragement by the coordinators to participate in the group process. Despite these limitations, job clubs were recommended by the researchers to help students with learning disabilities, provided they address the special needs of these students. Five appendices include: (1) a pilot job club syllabus for students with learning disabilities, 1987; (2) resource and referral materials; (3) 1987 job club instruments; (4) a list of job club organization workshop participants; and (5) case study reports from each site. Four figures and 13 tables are also included. (KC)

ED 286 091 CG 020 174

Hippler, Hans J.; And Others
The Gender Gap in Attitudes toward Peace.
PUB DATE- Jun 86
NOTE- 15p.; Paper presented at the International Society of Political Psychology (Amsterdam, Netherlands, June 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disarmament; Foreign Countries; *Knowledge Level; Military Service; *Peace; *Political Attitudes; *Public Opinion; *Sex Differences; War
IDENTIFIERS- *West Germany

Opinion polls in the United States have shown gender differences in attitudes toward military issues, with women reporting less support for aggressive military options than do men. The cross cultural stability of gender differences in attitudes toward military issues was examined using data from 2,145 West Germans who reported opinions about the arms race, the German peace movement, and decisions made by President Reagan. The German data replicated the gender differences found in the United States, with German women expressing more peaceful opinions than did German men. A field experiment was conducted using 63 men and 38 women to examine whether this gender difference could be due to a lower interest by women in political issues and a tendency by men to comment on political issues despite an inadequate knowledge base. The results revealed that women with a high degree of knowledge about military issues were more likely to report attitudes in favor of disarmament than were men with a comparable level of knowledge. Women with low or moderate levels of knowledge, however, did not differ from men in their views. These data provide little support for the gender gap hypothesis. What appeared to be a pronounced difference in political attitudes now seems due to a high degree of "no opinion" responses from women. Only a minority of well-informed women were found to consistently show more peaceful attitudes than their male counterparts. (Author/NB)

ED 286 191 CS 210 793

McQuade, Donald A.
The Territory of Language: Linguistics, Stylistics, and the Teaching of Composition.
REPORT NO.- ISBN-0-8093-1215-8
PUB DATE- 86
NOTE- 389p.; Revised and enlarged edition of a book formerly entitled "Linguistics, Stylistics, and the Teaching of Composition."
AVAILABLE FROM- Southern Illinois University Press, Carbondale, IL 62901 ($15.95, paperback--ISBN-0-8093-1215-8; $24.95, hardback--ISBN-0-8093-1217-4); National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801 (Stock No. 53186-222, $15.95 member, $19.95 nonmember).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Structures; Content Area Writing; Discourse Analysis; Error Analysis (Language); Grammar; Higher Education; Interdisciplinary Approach; Language Research; Language Styles; *Linguistics; Literary Styles; Pragmatics; *Rhetoric; Sentence Combining; Speech Acts; Syntax; Thematic Approach; *Theory Practice Relationship; Writing Improvement; *Writing Instruction; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Stylistics

Intended to chart the interconnections of linguistics, stylistics, and the teaching of composition, this book encourages a productive collective effort to cultivate linguistics among teachers of writing. Chapter titles and their authors are as follows: (1) "Grammar in American College Composition: An Historical Overview" (R. J. Connors); (2) "Teaching Style" (E. P. J. Corbett); (3) "Brain, Rhetoric, and Style" (W. R. Winterowd); (4) "Released into Language: Errors, Expectations, and the Legacy of Mina Shaughnessy" (D. Bartholomae); (5) "Knowledge, Acknowledgement, and Writing across the Curriculum: Toward an Educated Community" (E. P. Maimon); (6) "Getting Started" (K. Bruffee); (7) "Topic and Form in Composition" (F. J. D'Angelo); (8) "The Problem of Topic in Texts" (L. Faigley); (9) "The Effects of Intensive Sentence Combining on the Writing Ability of College Freshmen" (A. Kerek, D. A. Daiker, and M. Morenberg); (10) "Syntactic Complexity and Writing Quality" (S. P. Witte, J. A. Daly, and R. D. Cherry); (11) "Linguistics and Error Analysis: On Agency" (D. C. Freeman); (12) "Non-Linguistic Linguistics and the Teaching of Style" (J. M. Williams); (13) "Composition via Stylistics" (L. T. Milic); (14) "Style through Control: The Pleasures of the Beginning Writer" (S. Schor); (15) "Language Studies and Composing Processes" (R. L. Larson); (16) "Abstraction as a Speculative Instrument" (A. E. Berthoff); (17) "States of Mind, Acts of Mind, Forms of Discourse: Toward a Provisional Pragmatic Framework" (G. Summerfield and J. F. Summerfield); (18) "The Process of Creative Discovery: Theory, Research, and Implications for Teaching" (S. Perl and A. Egendorf); (19) "Alternatives to Mad-Hatterism" (E. W. Nold); (20) "Composition in the Mimetic Mode: 'Imitatio' and 'Exercitatio'" (D. G. Kehl); (21) "The Relation of the Whole to the Part in Interpretation Theory and in the Composing Process" (J. L. Kinneavy); (22) "Theme in Fictional Literature: A Way into Complexity" (R. Young); (23) "Return of Eloquence: Richard Lanham and the Teaching of Writing" (R. DiYanni); (24) "Toward Real Philosophic Laboratories: Ann Berthoff on Writing Theory and Practice" (J. Clifford); and (25) "Writing across the Curriculum: A Bibliographic Essay" (P. Bizzell and B. Herzberg). Notes and biographic material on the contributors conclude the document. (SKC)

ED 286 204 CS 210 812

Recommended English Language Arts Curriculum Guides, K-12, 1987.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 34p.; For the 1986 edition, see ED 274 984.
CONTRACT- 400-86-0045
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515-222, $2.25 member, $3.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Curriculum Guides; Elementary Secondary Education; *English Curriculum; English Instruction; *Evaluation Criteria; *Language Arts; Resource Materials

Developed by the National Council of Teachers of English (NCTE), Committee to Evaluate Curriculum Guides and Competency Requirements, this guide is intended to help teachers and administrators develop exemplary English language arts curricula. The first part of the booklet presents an annotated list of recommended curriculum guides representing a variety of curriculum frameworks and content units for reference use by schools and agencies in the process of developing or revising a curriculum. In addition to the 1987 list, annotations for curriculum guides recommended in 1985 and 1986 are included, as is information on grade level, on content aims and objectives, and on how to obtain the guide. The second part of the booklet contains revised criteria for planning and evaluating English language arts curriculum guides. These criteria are organized under the headings of philosophy, objectives, language, composition, reading, literature, media, organization, policies and procedures, and design. Information on how to obtain the recommended guides concludes the booklet. (SKC)

ED 286 231 CS 505 697

Hamlett, Ralph A.
The Rhetorical Icon: Toward an Iconological Theory of U.S. Foreign Policy.
PUB DATE- Nov 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *Foreign Policy; Government Role; International Relations; *Metaphors; *Persuasive Discourse; Political Attitudes; Political Issues; *Presidents of the United States; *Public Relations; *Rhetorical Criticism; Rhetorical Invention
IDENTIFIERS- Agenda Setting; Gorbachev (Mikhail); Reagan (Ronald); Rhetorical Devices; *Rhetorical Stance; Rhetorical Strategies; Strategic Defense Initiative; USSR

American foreign policy must operate within the parameters of public opinion, and governmental and non-governmental actors must educate the characteristically alienated citizenry concerning policy issues. Since rational discourse is of limited benefit in the process, advocates instead use verbal representations or metaphor to instill within the public acceptance or rejection of policy. Metaphor (in the form of emotive symbols and narratives) sometimes evolves into a rhetorical icon that controls the legitimacy of foreign policy and subsequent governmental actions. This iconic perspective suggests the rationale for the often paradoxical state of U.S. foreign policy. The outcome of the Reykjavik (Iceland) Meeting in October 1986 between President Reagan and Soviet Chairman Gorbachev was especially problematic for the American government because of the continuation of the Strategic Defense Initiative as a viable policy. To defuse this problem, Reagan administration staff pursued the strategy of redefining the meetings by using emotive symbols to link SDI with an insurance policy or an effective shield and by using narratives that illustrated the tenacity of Reagan in dealing with the Soviets, thus emphasizing a strong presidency. This rhetorical bonding of SDI by metaphor allowed the White House to redefine the failed Iceland summit meeting as successful. If the aftermath cements SDI as an icon, SDI will be difficult to eliminate. This iconological approach of the U.S. government indicates why its commitments sometimes become impractical or dangerous international policies. (Sixty-six footnotes are appended.) (NKA)

ED 286 244 CS 505 713

Gouran, Dennis S.
Inferential Judgments Affecting the Decision-Making Process in the Attorney General's Commission on Pornography.

PUB DATE- 5 Nov 87
NOTE- 34p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Battered Women; Bias; Child Abuse; Federal Legislation; Feminism; Film Production; Freedom of Information; Freedom of Speech; *Mass Media Effects; Media Research; Mental Rigidity; *Pornography; Rape; Research Committees; *Research Problems; Sexual Abuse; Social Problems
IDENTIFIERS- Causal Inferences; Cause Effect Relationship; *Meese Commission on Pornography

Although the Attorney General's Commission on Pornography, also known as the Meese Commission, has been criticized excessively at times for threatening freedom of speech and press and individual rights to privacy, an analysis of its "Final Report" reveals numerous deficiencies in the Commission's decision-making process. These deficiencies, apparently influenced by initial biases and strongly held beliefs about the ill effects of pornography, are evident in the Commission's conception of the problem, the unwarranted inferences from which it drew conclusions, and the reliance on questionable causal relationships as the source of many of its recommendations. The report suggests that the members were unable to keep values, tastes, and prior beliefs disentangled from facts. The Commission did not develop a definition of pornography, but rather divided offensive, sexually explicit material into four categories: (1) sexually violent; (2) nonviolent, but depicting degradation, domination, subordination, or humiliation; (3) nonviolent and nondegrading; and (4) nudity. The various classifications were considered in relation to evidence establishing harm, either of a primary or a secondary nature. These classifications suffered from at least as much ambiguity as the term pornography itself. The Commission was divided over the validity of the nonviolent and nondegrading category and dismissed the relevance of the nudity category. Thus, they were left with three categories, one of which was a question even in their own minds. Additionally, the Commission found no evidence of a direct cause and effect relationship between pornography and violence against women or children, but chose to infer one out of "common sense." The Commission's approach appears to have been based on a prior presumption of a need for certain legislative proposals, for which rationales in available information were then sought. (Eighteen references are included.) (JC)

ED 286 106 CG 020 189

Arbona, Consuelo; And Others

Noncognitive Variables in Predicting Counseling Center Use by Race.
Maryland Univ., College Park. Counseling Center.
PUB DATE- Mar 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Black Students; *College Students; *Counseling Services; Higher Education; Predictor Variables; *Racial Differences; School Counseling; *White Students
IDENTIFIERS- *Help Seeking; *Noncognitive Questionnaire

Designing university counseling services around variables that correlate with school success and help-seeking behavior might allow for better use of counseling resources. This study investigated whether noncognitive variables identified as being related to student success were predictive of whether black students and white students would seek help from a university counseling center and, if so, the type of help they would seek. The Non-Cognitive Questionnaire (NCQ) measured the variables of: (1) positive self-concept; (2) realistic self-appraisal; (3) understanding and ability to deal with racism; (4) preference for long-term goals over short-term immediate needs; (5) availability of a strong support person; (6) successful leadership experience; (7) demonstrated community service; and (8) nontraditional knowledge acquired. The NCQ was administered to 2,990 incoming college freshmen. The results revealed that, for blacks, understanding racism, community service, low self-confidence, and a lack of long range goals were associated with their seeking help from the university counseling center. For whites, seeking help was related to having a strong support person, long range goals, and a more negative self-concept. The results also showed that the NCQ was related to which year in school students sought counseling and the type of counseling sought. Results varied by race. (Author/NB)

ED 286 177 CS 210 688

Jackson, DeForrest; Lamb, Christopher J.

Changes in United States Advertising 1976-1986 (a la Studs Terkel).

PUB DATE- 1 Aug 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Change Strategies; Consumer Economics; Interviews; *Marketing; *Mass Media Effects; Media Research; Oral History; Primary Sources; Sociocultural Patterns; *Technological Advancement
IDENTIFIERS- Advertisements; Advertising Effectiveness; *Change Analysis

To examine the most important changes in marketing and advertising of the decade from 1976 to 1986, more than 100 people were interviewed, and their responses were fashioned into an oral history modeled on the technique used in Studs Terkel's popular books. Among those interviewed were advertising and marketing professionals, as well as casual observers. Although the decade in question was perceived as a dynamic period for advertisers, marketers, and consumers, one pioneer in advertising education felt that there had been no significant creative changes in his 40 years of teaching, but rather that the effect of the electronic revolution on marketing and advertising in general has been profound. One pattern in the interviews identified the importance of the progress induced as a by-product of the new technologies, i.e., segmentation, target marketing and direct marketing made possible by computer sophistication. One person interviewed considered the most distinctive characteristic of the decade not change itself but the ability of both businesses and people to adapt to change. Many interviews focused on the ways advertising and marketing adapted to shifts in consumer attitudes and demographics--increased use of humor in advertising, ways to break through to the jaded viewer/reader, and the maturing of the baby boomers as well as the U.S. population in general. Displaying a consensus of tone, most interviews stressed optimism and accommodation by advertisers, marketers, and consumers. (NKA)

ED 286 314 EC 200 493

Marchetti, Allen
Wyatt v. Stickney: A Consent Decree.
PUB DATE- May 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (111th, Los Angeles, CA, May 24-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Liberties; *Compliance (Legal); *Court Litigation; *Federal State Relationship; *Mental Retardation; Residential Programs; State Programs
IDENTIFIERS- *Right to Treatment; *Wyatt v Stickney

The paper reviews issues in the Wyatt versus Stickney court case concerning the constitutional right to treatment for institutionalized persons with mental retardation. Among topics considered are the role of the American Association of Mental Deficiency in the court proceedings, the original intent of the case as an employee action, and the content of the eventual consent decree settling the litigation in 1986. The key elements of the consent decree are explained, including the return of control of the system to the state of Alabama and the replacement of the office of court monitor with a state-operated advocacy system. It is concluded that the settlement not only preserves the benefits of the original litigation but sets a forward tone for the future. Accomplishments in the state's system serving persons with mental retardation are summarized, and it is noted that despite some economic and political disincentives the state's community system continues to grow. (CL)

ED 286 348 FL 016 425

Pashto Basic Course. Textbook Tapescripts, Units 1-7.

Defense Language Inst., Monterey, CA. Foreign Language Center.
PUB DATE- Nov 86
NOTE- 149p.; For related documents, see FL 016 420-427.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiolingual Skills; Audiotape Recordings; Classroom Environment; Conversational Language Courses; Cultural Context; *Daily Living Skills; Family (Sociological Unit); *Instructional Materials; *Interpersonal Communication; Learning Activities; *Pashto; Second Language Instruction; *Sociocultural Patterns; Textbooks; Uncommonly Taught Languages

The textbook tapescripts for a course in basic Pashto are transcriptions of tapes that accompany the basic text. The tapescript for each of the course's 35 lessons includes listening and speaking exercises on material in the parallel textbook lesson. Lesson topics include information on the Pashtuns, classroom communication and behavior, greetings, telephone use, visiting someone's house, giving personal information, conversation skills, giving and getting directions, discussing everyday life, the seasons, days and times, prayer times, and the family. (MSE)

ED 285 987 CE 048 207

Morrison-Thurston, Peggy, Comp.; And Others
Review of Computer Software for Home Economics.
Pinellas County School Board, Clearwater, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- May 87
NOTE- 53p.; Sex Equity Project #825.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Child Development; Clothing; *Clothing Instruction; *Computer Software Reviews; *Consumer Education; *Courseware; Family Life; *Family Life Education; Food; *Foods Instruction; *Home Economics; Home Furnishings; Housing; Human Relations; Money Management; Nutrition; Nutrition Instruction; Postsecondary Education; Secondary Education; Textiles Instruction

This selective review of educational software provides evaluations of over 80 programs in the home economics subject area. The evaluation form highlights the concerns of sex equity (inviting to all students), content (accurate), presentation (logical, includes graphics and sound), interaction (user friendly), and use (recordkeeping, etc.). A rating scale of 1-4 is used, with 4 being the highest score attainable. This information is presented for each software program: name, date, producer, order number, cost, subject area, topic, age/grade range, system requirements, backup policy, update policy, type of program, grouping, student entry competency, program objectives (also whether the objectives are clear, sound, and achieved), overall rating, ratings in specific areas (content, presentation, input, use), rating in equity (plus strengths and weaknesses), and overall comments. The evaluations are divided into these six subject matter areas: human relations/family living, child development, personal and family finance (consumer), foods and nutrition, clothing and textiles, and housing and home furnishings. (YLB)

ED 286 000 CE 048 277

Jacobs, Bella; Ventura-Merkel, Catherine

Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor. Literacy Education for the Elderly Project.

National Council on the Aging, Inc., Washington, D.C.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Mars Foundation, McLean, VA.

REPORT NO.- ISBN-0-910883-26-2

PUB DATE- 86

NOTE- 56p.; For related documents, see CE 048 278-279.

AVAILABLE FROM- National Council on the Aging, Inc., Publications Department, P.O. Box 7227, Ben Franklin Station, Washington, DC 20044 (Order No. 131-ER--$6.95 plus $1.50 shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; Aging (Individuals); Behavioral Objectives; Crime; *Health; Health Education; *Health Materials; Heart Disorders; High Interest Low Vocabulary Books; Hygiene; Literacy Education; Nutrition; *Older Adults; *Reading Instruction; Tutoring

Fifteen lessons contain low-vocabulary, high interest reading materials on health issues to enhance the learning of the new older reader. Each lesson is preceded by tutor guidelines with specific goals and objectives and review exercises. The materials are useful in either one-to-one or small-group tutoring. Reading selections in the lessons, which are written at a first- through third-grade level, deal with some of the older adults' most common health concerns. Each lesson defines the health concern, signs and symptoms of the problem, frequency of its occurrence, and ways in which older adults can avoid problems and concludes with a positive message. Topics include time well spent, a good health consumer, good food, foods bad for one's health, high blood pressure, strokes, heart disease, the flu, a winter danger, falls, constipation, skin, mouth, Medicare, and crime. (YLB)

ED 286 078 CE 048 431

Thrane, Lucille; Douthitt, Frieda
Strengthening Academics in Vocational-Technical Education in Ohio.
Ohio State Council on Vocational Education, Westerville.
PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Basic Skills; *Fused Curriculum; Models; Postsecondary Education; Secondary Education; State Programs; Technical Education; *Vocational Education
IDENTIFIERS- *Ohio

A study examined some of the ways in which vocational education has sought to ensure students a higher degree of preparation in the basic academic subjects at both the secondary and postsecondary levels. Various Ohio programs as well as programs in New York, Virginia, and Michigan were examined. Special attention was paid to Ohio's Program Options model, developed in 1985 as a vehicle for strengthening academics in vocational education by providing vocational educators with more options for increasing the focus on academics in vocational classrooms. The program features three instructional options that differ with respect to level of state reimbursement and relative amounts of instruction provided by vocational and one or more academic subject teachers. The implementation of Program Options in one joint vocational school was examined in detail, and the program's statewide implications were assessed. The following conditions were found to be associated with successful implementation of the Program Options model: selling the program, minimizing job insecurity, emphasizing teamwork, involving both academic and vocational instructors in the program, individualizing instruction, and stressing more applied academics rather than simply stressing more academics. A series of recommendations for implementing Program Options in Ohio schools was developed. (MN)

Wierzbicki, Michael
The Effectiveness of Immediate versus Delayed Cognitive-Behavioral Treatment of Depression.
PUB DATE- May 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Behavior Modification; *Cognitive Restructuring; *Counseling Services; *Depression (Psychology); Graduate Students; Higher Education; *Time
IDENTIFIERS- *Waiting Lists

Delayed treatment following a waiting list period often occurs in both clinical practice and psychotherapy outcome research. While studies often compare the improvements made over a treatment and a comparable waiting list, studies seldom consider the relative efficacies of immediate and delayed treatment. In this study, 40 mildly depressed clients received individual cognitive-behavioral therapy either immediately or following a 6-week waiting period. Cognitive-behavioral therapy of depression was provided in a 6-week format by graduate student therapists. Subjects were assessed at the beginning of either the 6-week treatment or waiting period and again following treatment using the Beck Depression Inventory (BDI), the D30 Depression Scale, the Brief Symptom Inventory (BSI), and the State-Trait Anxiety Inventory (both the A-State and A-Trait forms). A multivariate repeated measures analysis of variance was conducted and revealed a significant time by treatment condition interaction. Subjects who received immediate therapy improved significantly more than did subjects who received delayed treatment as measured by scores on the BDI, BSI, and A-State, and nearly significantly more on the A-Trait. Implications for the effectiveness of brief therapy following a waiting list period are discussed. (Author/NB)

ED 286 150 CS 008 910

Nebor, Jon N.
Parental Influence and Involvement on Reading Achievement.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attitude Change; Beginning Reading; Childhood Attitudes; *Family Environment; Literature Reviews; Parent Attitudes; *Parent Child Relationship; *Parent Participation; Parent Role; *Reading Achievement; *Reading Attitudes; Reading Instruction; Reading Research; Role Models

A review of the research on the effects of parental influence and parental involvement on children's reading achievement indicates that when parents take an active and positive part in their child's education the results often turn out well for the student. Parental influence is defined as any opinion, attitude, or action (other than direct tutoring) that somehow shapes or molds the child's reading attitudes. Involvement is defined as any direct tutorial help the child receives with his or her reading. Studies show that parental role modeling will improve a child's reading, because the child sees reinforcement of the value of education outside of school. Parents who read books and magazines as leisure activities are more likely to have children with a high degree of interest in literature and reading. Other studies indicate that a child must want to read before he or she can acquire any substantial reading skills. Parents' attitudes other than toward reading can also influence reading achievement. Conflict or overprotection can interfere with reading skills, sometimes requiring parent counseling. Direct parental involvement in the form of tutoring can significantly increase a child's reading skills, although the parents must also know how to tutor in order to get the best possible results. Successful readers tutored in the home receive fewer critical and punishing statements from their parents than do problem readers. Overall, the research shows that the more help a child receives from his or her parents, and the more prepared they are to help their child, the better the child's reading achievement. (HTH)

ED 286 163 CS 008 932

Fiedorowicz, C. A. M.; Trites, R. L.
An Evaluation of the Effectiveness of Computer-Assisted Component Reading Subskills Training. Education and Technology Series.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-2759-6
PUB DATE- 87
NOTE- 236p.
AVAILABLE FROM- MGS Publication Services, 880 Bay St., 5th Floor, Toronto, Ontario, Canada M7A 1N8 ($8.00 Canadian currency).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Education; Foreign Countries; Man Machine Systems; Oral Reading; Phonetics; Programed Instructional Materials; Program Evaluation; Reading Comprehension; *Reading Difficulties; *Reading Improvement; *Reading Instruction; Reading Research; Remedial Reading; Word Recognition
IDENTIFIERS- *Autoskill Component Reading Subskills Program; Ontario; *Subskills

A study in eastern Ontario, Canada, evaluated a computer program, the Autoskill Component Reading Subskills Program, which was used to improve the reading comprehension of elementary school students identified as reading disabled. Subjects, 91 students from five school districts, were behind at least one grade in reading word recognition skills but were of average intellectual ability. They were trained on the Autoskill Program according to procedures specifically developed for three reading disability subtypes: oral reading, intermodal-associative, and sequential. Two control groups consisted of reading disabled students who did not receive any specific intervention except that which they were already obtaining in their schools, and students receiving alternate computer programs for remedial assistance. Results indicated that the Autoskill-trained students made significant gains in reading word recognition, phonetic skills, and paragraph reading. Findings also showed teacher and student evaluations of the program to be quite positive. These results replicated those of a previous field study, and additionally, represented more extensive benefits of the training procedures in that the transfer of training effects included paragraph reading and comprehension. (Comprehensive tables of data are included, and an extensive bibliography, a subject classification list according to school board and school, a qualitative analysis of silent and oral reading, and sample initial and final teacher evaluation forms are appended.) (NKA)

ED 286 218 CS 505 662

Tolhuizen, James H.
Fact and Fancy in Relationship Evolution Research: Commentaries and Suggestions for Future Research.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Research; *Interpersonal Relationship; Models; Observation; Psychological Studies; *Research Design; *Research Methodology; Research Needs; *Research Problems; Speech Communication
IDENTIFIERS- *Relationship Change Research

While presenting a critical look at selected aspects of relationship change research and theory, this essay argues that researchers need to investigate a broader range of relationship types, develop a more comprehensive conceptualization of relationship change, and develop more appropriate research methods. The first section deals with the need to investigate relations other than those that are attraction-based (friendship, heterosexual dating, or marriage), so that researchers can see how other factors that initiate relationships, such as kinship, economic necessity, or the requirements for cooperative action, can be understood. The second section contends that researchers must take a broader view of relationship change and stresses the need to determine the inadequacies of the developmental-growth model. Possible alternate models suggested are the generative-transformational model used in theoretical linguistics, and a "trajectory" model of relationship change. The third section elaborates on the need for more appropriate research designs, pointing out difficulties in the area of subject selection, where current work tends to rely too heavily on the college student population. Observation techniques also are criticized, because current studies rely on self-reports in hypothetical situations to the exclusion of investigating real-life interactions. Finally, the paper addresses problems with the inclusion of time in research designs, noting that far too few longitudinal studies are being conducted. Five pages of references are appended. (SKC)

ED 286 257 EA 019 620

Fuller, Jack W.
Collective Communications: A Prescription for Success.
PUB DATE- 9 Dec 86
NOTE- 14p.; Paper presented at Seminar on Collective Bargaining (Normal, IL, December 9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collective Bargaining; College Governing Councils; *Cooperative Planning; Educational Cooperation; Employer Employee Relationship; *Faculty College Relationship; Higher Education; *Organizational Communication; Participative Decision Making; Teacher Administrator Relationship; Unions
IDENTIFIERS- Carl Sandburg College IL; *Collaborative Bargaining

This essay discusses collective bargaining at a small college in Illinois. After a historical review of the conditions in the 1960s that gave rise to collective bargaining units in higher education, recent alternatives and adjustments to the bargaining process are presented, as typified in the recent experience of Carl Sandburg College in Galesburg, Illinois. The college would avert direct confrontation. First, the administration and board gathered near- and long-term financial plans, identified alternatives, and set guidelines for bargaining; then they held a series of informal gatherings and seminars to create and maintain an atmosphere of optimal communication and trust, with both the faculty and the college community-at-large. This process helped the negotiating teams see the impact of prospective bargaining issues on other employees and resources of the college. By the time negotiations were due to start, there was little discernible difference between the bargaining parties. The result was a brief and amicable negotiation process that reached closure in only five weekly sessions. Consideration of the evolving political and socioeconomic climate suggests that the possibility exists for such improvements in the collective bargaining process. (TE)

ED 286 283   EA 019 683

James, Terry M; And Others

The Perceived Role of Oklahoma Secondary School Principals in Collective Negotiations.

PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; *Collective Bargaining; *Negotiation Agreements; *Principals; Professional Associations; Public Schools; *School District Size; Secondary Education; Superintendents
IDENTIFIERS- *Oklahoma

Collective negotiations in public education is a relatively recent development that has tended to erode the principal's options, managerial authority, and professional status. The recent introduction of the "management team," an attempt to ameliorate this situation, has placed principals in the "management" camp in an adversarial role with teachers, who are viewed as "labor." Educational literature contains little to address this philosophical and practical dilemma. This study, based on a University of Oklahoma doctoral study (1984), sought to determine whether school district size and length of time the school district has been negotiating are causal factors in differential perceptions of secondary school principals' role in collective bargaining. A modified perception assessment instrument was administered to 255 school board presidents, superintendents, secondary school principals, and local education association presidents. Analysis of variance and t-test techniques were used to test 18 hypotheses related to 6 basic research questions. Findings showed that the length of negotiating time was not a causal factor in the four groups' differential perceptions. School district size was found to be a significant causal factor. Significant perception differences were found between role partners in large and small school districts. Perceptions of local education association presidents differed significantly from those of other role groups. Included are a questionnaire sample and 13 references. (MLH)

ED 286 333 EC 200 513

Bowers, Louis; Klesius, Stephen E.
I'M SPECIAL Network. Final Report. National Dissemination Model for the I'M SPECIAL Program of Physical Education for the Handicapped, 1983-1986.
University of South Florida, Tampa. Dept. of Physical Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 7 Jul 86
NOTE- 187p.
GRANT- G008302280
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adapted Physical Education; *Disabilities; Elementary Education; Information Dissemination; *Inservice Teacher Education; *Instructional Leadership; *Leadership Training; Models; Physical Activities; Preservice Teacher Education; Professional Training; School Districts; State Departments of Education; Teacher Improvement; Videotape Recordings

This final report summarizes the activities of the I'M SPECIAL Program of Physical Education for the Handicapped. The 3-year project was designed to provide leadership training for physical education and special education university professors and state and local education agency personnel in the effective use of the I'M SPECIAL Instructional Modules as part of preservice or inservice education programs for teachers responsible for conducting physical education programs for handicapped students. In five regional seminars, 245 educators representing 46 state or other educational agencies were trained. Dissemination of the I'M SPECIAL Instructional Modules, a series of 15 color-sound videotapes and print materials concerning physical education for handicapped elementary students, was a second goal of the project. A total of 232 sets were distributed or reproduced. State plans were also developed for the coordinated delivery of preservice and inservice training experiences for teachers of physical education for handicapped students. The report describes results of participant evaluations and documents total number of viewings of the modules since 1984. Among six recommendations which conclude the report is one urging the establishment of a Center for Research and Education in Physical Education for Handicapped Students. The bulk of the document consists of seven appendixes including the I'M SPECIAL Network description and cover letter, a list of the Northeast Regional Seminar participants, evaluation form, letters of commendation, state workshop descriptions and agendas, and six issues of Network News, the newsletter of the I'M SPECIAL Network. (JW)

ED 285 974 CE 047 894

Job-Related Basic Skills. A Guide for Planners of Employee Programs. BCEL Bulletin Issue No. 2.
Business Council for Effective Literacy, New York, NY.
PUB DATE- Jun 87
NOTE- 46p.
AVAILABLE FROM- Business Council for Effective Literacy, 1221 Avenue of the Americas, New York, NY 10020 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Basic Skills; *Corporate Education; Education Work Relationship; *Illiteracy; *Job Skills; Literacy Education; *Program Implementation; Staff Development
IDENTIFIERS- *Occupational Literacy

This bulletin for businesses is a step-by-step guide to planning and implementing an effective job-related employee basic skills program. Part 1 provides general principles to guide the effort. It addresses literacy and basic skills, the importance of context, and changing requirements for literacy. A preview of key program principles concludes this section. Part 2 discusses 12 basic steps to take in deciding on the purpose and content of a basic skills program, implementing it, and assuring it will be effective. Part 3 considers some special issues, including scheduling classes, when a general literacy program is appropriate, the role of volunteers, limited English speaking employees, small businesses, very big businesses, the role of unions, computers, setting realistic expectations, and whether a business should start with a pilot program. Fourteen illustrative cases are provided throughout the guide. Appendixes include contacts for advice and referral with area(s) of expertise indicated, a list of background reading, and an exemplary model. (YLB)

ED 286 054 CE 048 384

Hall, William C., Ed.
Research and Development Digest--2. A Summary of Published Research by the Centre for the Period 1 July, 1986 - 30 June, 1987.
TAFE National Centre for Research and Development, Payneham (Australia).
PUB DATE- 87
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accountability; *Adult Education; Adult Educators; Clearinghouses; *Continuing Education; Cooperative Planning; Curriculum Development; *Curriculum Research; Educational Needs; *Educational Research; Foreign Countries; Job Training; Postsecondary Education; Program Evaluation; *Research and Development; Research Methodology; Research Projects; Retraining; Sign Language; Small Businesses; Student Evaluation; Teacher Education; *Technical Education; Transfer of Training
IDENTIFIERS- *Australia; Evaluation Research; TAFE (Australia)

This digest summarizes the contents of the more than 50 separate items that were published by the Technical and Further Education (TAFE) National Centre for Research and Development in 1986-87. These items include major research reports, video programs, newsletters, clearinghouse reports and textbooks. The first section provides an overview of the Centre's work and its publications and discusses how to use the digest and other Centre publications. The second through sixth sections summarize the in-house, outside-funded, commissioned, and seed research projects published by the Centre during 1986-87. The seventh and eighth sections contain descriptions of regular Centre publications and all of the Centre's current research and development projects. The following are among the topics covered in the research publications described: teaching in a TAFE college, the continuing education needs of full-time TAFE lecturers, delivery of TAFE services to persons in remote areas, materials for and about small businesses, the TAFE register of educational computing software, student assessment, selection for the trades, educational accountability, cross-sectoral transfer from TAFE to higher education, transferable skills in TAFE, cooperative programs between TAFE and the schools, Australian experiences in providing training and retraining for adults who have lost jobs because of technological advancement, TAFE curricula, evaluation of TAFE programs, Australian sign language as a second language, the demand for laser technicians, computer-integrated manufacture, and some lessons from England on education and training. (MN)

ED 286 066 CE 048 405

Meenan, Avis L., Comp.; Burns, Patricia E., Comp.
Adult Literacy and Technology Conference Proceedings (University Park, Pennsylvania, June 4-7, 1987).
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS. AGENCY- Gannett Foundation, Rochester, NY.
PUB DATE- Jun 87
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Adult Students; Computer Assisted Instruction; Computer Managed Instruction; *Computer Uses in Education; Conference Proceedings; Courseware; *Educational Technology; Faculty Development; Illiteracy; Interactive Video; *Literacy Education; *Staff Development; *Technological Advancement

These proceedings contain the summaries of 60 presentations. Among those included are: "Desk Top Publishing & Experiential Literacy Material" (Arnold); "A Description of the U.S. Experience in Providing Vocational Skills to Individuals with Low Literacy Skills" (Barbee); "Audio-Disk Technology" (Bixler, MacClay); "Technology for Teachers: A Group Instruction Communication Network" (Brown); "Application of Interactive Video" (Gacka et al.); "Methods of Incorporating Technology into an Adult Resource Learning Center" (Gold, Chetelat); "Technology Breaks the Print Barrier" (Harrington, Sokol); "PLATO: Past-Present-Future" (Manak et al.); "Technology and Adult Education: The Massachusetts Model" (Milley); "Interactive Videodisc Systems for Adult Learning" (Pyatte); "Technology & Literacy" (Turner); "Beyond Word Processing: Using Interactive Writing Software" (Bartholomew); "The ENFI Project: Computer Networks, Collaborative Writing, & Literacy" (Batson); "Adaptive Uses: Older Technologies for Literacy in Developing Countries" (Brace); "Using Databases for Developing Thinking Skills in Adult Literacy" (Budin); "Adult Beginning Reading Instruction & the Computer" (Carman, Lower); "Meeting the Needs of Adult Learners" (Copeland); "Comprehensive Competencies Program" (Dassance); "Computers in Schools" (Gilbertson-Winburne, Green); "Adults' Attitudes toward Computers" (Lewis); "Using Computer Technology in a Volunteer Tutor Literacy Program" (MacCallister); "Reading, Thinking, & Computing" (Marshall); "Setting Up and Managing a CAI Laboratory" (Miller-Parker); "American Ticket: Electronic Motivation & Learning" (Oliver); "Educational Needs of Dislocated Workers" (Park); "CAI and the Adult Student" (Whittle); "Literacy Efforts Involving CAI in Missouri" (Jorgenson, Hollenbeck); "Dropouts: A Holistic Approach" (VanBrugghen); "Language Skills Improvement: The COMPRIS Experience" (Davies); "Proven Use of Human Voice in Interactive Software for Non-Readers" (Eversole); "Integrating Reading & Writing Software into a Literacy Curriculum" (Jagger); "Computerized Help for Adult Illiterates" (McConkie, Zola); "Creating Your Own Software for ABE/GED" (Marshall et al.); "Developing a Statewide Toll-Free Hotline" (Martin, Hudson); "Beyond Basic Literacy: Critical Reading with LECTOR" (Orndorff); "Templates for Literacy" (Stone); "Effective Use of Computers & Software in Adult Literacy Programs" (Szatkowski); "Information Sharing: The Goal Oriented Adult Learning Program" (Weyers et al.); "A New Path to Literacy: The Microcomputer & Interactive, Language Experience Based Approach" (Wangberg); "Enhancing Reading & Writing with Current Software" (Young); "Using Video Packets for Staff Development in ABE" (Fleischman, Tibbetts); "Microcomputers and Teaching Styles" (Migliorelli); and "Computers and the Role of Teachers" (Moscow). (YLB)

ED 286 121 CG 020 204

Dana, Dudley; Walsh, James A.
Alcoholism as a Discrete Personality Variable: Implications for its Heritability and Treatment.
PUB DATE- 1 May 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Alcoholism; College Students; *Etiology; *Heredity; Higher Education; *Males; *Personality Traits

Gangestad and Snyder (1985) have proposed two types of personality variables: continuous variables (characteristics possessed to some degree by all individuals) and class variables (characteristics distributed into discrete classes). This study examined whether alcoholism could be classified as a class variable. Because a class variable will exhibit a particular pattern among the covariance of its indicators, a pilot study was conducted to identify 10 indicators from the Drinking History Questionnaire, the MacAndrew Scale, the Comprehensive Drinker Profile, the Mortimer Filkens Test, and the Western Personality Inventory. The indicators were given to 125 male alcoholics and to 200 male nonalcoholics. Covariance among the items was plotted by level of response to the indicators. The covariance between each possible item pair was plotted for eight levels of responses to the indicators. The plot of the covariance among items by level of response to the indicators peaked toward the middle, indicative of the existence of a class variable. A high level of agreement between the simplest base rate estimation and the proportion of alcoholics in the sample provided support for the results. These findings suggest that alcoholism has a latent class variable underlying its development. A class variable, with its specific etiology, is much more likely to be genetic in origin than is a continuous variable, with its diffuse etiology. This finding has implications for the treatment and prevention of alcoholism. (NB)

ED 286 298 EC 200 475

Cahn, Lorynne D.
Teaching Piano Students with Learning Disabilities.

PUB DATE- Feb 87
NOTE- 16p.; Paper presented at the Annual International Conference of the Association for Children and Adults with Learning Disabilities (24th, San Antonio, TX, February 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Auditory Discrimination; *Auditory Training; Elementary Secondary Education; Eye Hand Coordination; *Learning Disabilities; *Musical Instruments; *Music Education; *Music Teachers; Perceptual Handicaps; Perceptual Motor Coordination; *Teacher Student Relationship; Visual Discrimination
IDENTIFIERS- *Piano Instruction

The relationship between the teacher of piano and the learning disabled student and some issues in piano instruction for such students are examined. Perceptual deficiencies and perceptual motor problems are noted. Techniques for dealing with poor visual discrimination are suggested; these include doing the simplest type of theory work to help the student learn to read notes and understanding students' difficulties in right-left discrimination and orientation to middle C. In dealing with auditory discrimination problems, teachers are advised to minimize the number of auditory stimuli, introduce complexities only after very simple note patterns are understood, present a fragment of a concept at a time, and exercise listening skills. Poor eye-hand coordination can be dealt with in a similar fashion, beginning at the most rudimentary level. To address the emotional problems that some learning disabled children may exhibit, a rotation is suggested among piano playing, theory, and game playing in brief 10-minute segments. Twelve general guidelines, such as the importance of students experiencing success and of strong teacher-student rapport, conclude the paper. (CL)

ED 286 349 FL 016 426

Pashto Basic Course. Workbook, Units 1-7.
Defense Language Inst., Monterey, CA. Foreign Language Center.

PUB DATE- Nov 86
NOTE- 300p.; For related documents, see FL 016 420-427.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiotape Recordings; Classroom Environment; Conversational Language Courses; Cultural Context; *Daily Living Skills; Family (Sociological Unit); Grammar; *Instructional Materials; *Interpersonal Communication; Learning Activities; *Pashto; Second Language Instruction; *Sociocultural Patterns; Uncommonly Taught Languages; Vocabulary; *Workbooks

The workbook for a course in basic Pashto, designed to accompany a textbook and other materials, contains notes and exercises for students to use after class sessions. It provides background information, study hints, and activities for reviewing new and previously learned information. The course consists of seven units, each containing five lessons. Each workbook lesson includes a lesson overview, cultural notes, notes on Pashto words and word use, new vocabulary, exercises, and a key to the exercises. Some lessons also include grammar notes. Some of the exercises have accompanying tapes. Lesson topics include information on the Pashtuns, classroom communication and behavior, greetings, telephone use, visiting someone's house, giving personal information, conversation skills, giving and getting directions, discussing everyday life, the seasons, days and times, prayer times, and the family. (MSE)

Ashmore, Rhea A.
The Adult Learner: Implications and Activities for Implementation.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Conference of the Western College Reading and Learning Assocation (20th, Albuquerque, NM, April 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Students; *Andragogy; Educational Needs; *Learning Strategies; Postsecondary Education; *Student Characteristics

Adult learners require teaching strategies that reflect their sociological and psychological characteristics. Adults can be defined, according to Babcock, as either traditional or nontraditional learners, with nontraditional students being those attending college after age 22. The needs of these learners vary depending upon their age, with older students being less available, more independent, more motivated, less flexible, more responsible, more learning focused, more experienced, and exhibiting less socialization expectation and more mutuality with the instructor. Intellectually, nontraditional students demonstrate lower abstract reasoning, higher knowledge, lower complex data organization, lower short-term memory, higher long-term memory, and equivalent ability to learn when compared to traditional students. The adult learner's needs and characteristics mandate a unique science of teaching--andragogy. Since the adult learner is independent and self-directed, educational situations involving the student in a role of dependency, captivity, and/or unquestioning compliance result in resentment and resistance. Learning strategies that use student input, such as laboratory experiments, discussions, problem-solving cases, and field experiences, are recommended. Since the adult learner is ready to learn when the content meets perceived needs, learning programs should be organized around life-application categories. Finally, as the adult learner is oriented to learning here and now, immediate application of new skills is necessary. (Two learning reinforcement strategies are included in this document.) (KC)

Edwards, John; Enneking, Christine

Situational Influences on Self and Other Perceptions of Femininity and Masculinity.

PUB DATE- May 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Environmental Influences; Higher Education; Interpersonal Relationship; Personality Traits; Self Concept; Self Evaluation (Individuals); *Sex Role; *Sex Stereotypes; *Sexual Identity
IDENTIFIERS- *Situational Influences

While much of the research on sex roles has treated gender self-perceptions and stereotypes in terms of chronic traits, sex role stereotypes may apply to specific situations and activities as they do to more global traits. Perceptions of masculinity and femininity, therefore, may vary across situations. This study used a situational approach to examine issues of sex role identity and to look more closely at the similarity and accuracy of people's perceptions of the opposite sex. Male (N=52) and female (N=64) college students rated how masculine or feminine they felt in each of 30 situations that varied in their apparent relevance to sex roles. One-half of the subjects also completed the ratings as they thought a typical member of the opposite sex would feel in those same situations. In a second study, 30 males and 30 females provided self-descriptions using the same situations and rating scale mentioned above and also completed the Bem Sex Role Inventory. The results suggest that the salience of own-gender identity varies considerably across situations and is particularly heightened when interacting with the opposite sex in what might be regarded as a romantic way. These findings complement the trait approach to sex roles in showing that gender identity is not necessarily a constant, but can be accentuated, neutralized, or reversed depending on one's activities. The findings also demonstrate that some situations and activities, like some traits, remain sex stereotyped. (NB)

ED 286 107 CG 020 190

Rocheleau, Ann Marie

Joining Incarcerated Mothers with Their Children: Evaluation of the Lancaster Visiting Cottage Program: Executive Summary.

Massachusetts State Dept. of Correction, Boston.

PUB DATE- Jun 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; *Correctional Institutions; *Institutionalized Persons; *Mothers; *Parent Child Relationship; *Prisoners; *Program Evaluation; Program Implementation

The Lancaster Visiting Cottage Program, located at the Massachusetts Correctional Institution at Lancaster, was implemented to allow children to visit overnight with their incarcerated mothers. It was hoped that the program would reunite mothers with their children, help them to maintain or re-establish close ties, and prepare mothers for their eventual release. A process evaluation was conducted of the program's first year in operation. The evaluation found that, during the first year, there were 111 extended visits between 30 inmate mothers and 51 of their children. Most of the visits occurred on weekends and usually lasted two nights. The majority of visits involved a mother and a single child. The mothers participating in the program averaged an extended program visit every 42 days. Although the program was implemented smoothly as planned, the level of participation expected by program planners was higher than the actual level of participation achieved in the first year. This evaluation report highlights some of the staff and inmate theories regarding the low participation rate and presents a statistical analysis of frequent participants, infrequent participants, and nonparticipants. The evaluation also presents information on inmate mothers who participated in the program, citing significant differences in the backgrounds and needs of long-term versus short-term inmates. This information should be useful in future program and policy planning. (Author/NB)

ED 286 205 CS 210 813

Langer, Judith A.; Applebee, Arthur N.
How Writing Shapes Thinking: A Study of Teaching and Learning. NCTE Research Report No. 22.
National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-8141-2180-2
PUB DATE- 87
NOTE- 173p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 21802-222, $6.95 member, $8.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Classroom Environment; *Content Area Writing; High Schools; Reading Writing Relationship; Teacher Role; Teacher Student Relationship; Writing Exercises; *Writing Instruction; Writing Research
IDENTIFIERS- Writing to Learn

In the belief that effective writing instruction can be a critical component in successful learning, and to better understand the role that writing plays in content area learning, this book presents an extensive study of writing assignments in the secondary school curriculum. Following an introduction, the book provides an overview of the project, chapters 1 and 2 highlighting the data gathered and analytical methods used. The third chapter of the book provides a detailed introduction to the observations of teachers and their students, with some general findings about ways in which they used writing in the teaching of academic subjects. The fourth chapter describes the types of writing activities that worked in aa variety of content-area classrooms. Chapter 5 shifts focus away from the activities provided and toward the redefinition of teaching and learning that occurred in the classrooms where writing worked best to foster learning. Chapters 6 through 8 examine the kinds of thinking promoted by different types of writing in the classroom. The final chapter brings together concerns about the roles of teacher and learner in the instructional interaction, providing a theoretical framework, practical suggestions for an alternative model of instruction, and a discussion of the constraints that must be addressed if wide-scale use of writing to support learning is to become a reality. A five-page reference list and two appendices are included. (HTH)

ED 286 270 EA 019 659

Shuttenberg, Ernest M.; And Others

Vocational Personality Types and Sex-Role Perceptions of Educational Administrators, Counselors, and Teachers.

PUB DATE- Apr 87

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Career Choice; Elementary Secondary Education; *Job Satisfaction; *Personality Traits; Quality of Working Life; *School Counselors; *Sex Role; *Teacher Attitudes; Teacher Burnout; Teacher Characteristics

IDENTIFIERS- *Ohio

Inspired by recent literature on burnout, this study investigates several factors that may affect job satisfaction or dissatisfaction among public school teachers, building-level administrators, and counselors. The study explores the relationships between vocational personality types, as measured by Holland's "Self-Directed Search" and sex-role self-perceptions, as measured by Bem's "Sex-Role Inventory." The variables of sex, length of service, and job satisfaction were also considered. Several hypotheses were tested: (1) school administrators, counselors, and teachers will have a dominant social vocational personality; (2) the greater their length of service, the more likely that repondents will have the expected personality type; (3) the greater their length of service, the more likely that school administrators will have male sex-role self-perceptions, counselors will have androgynous sex-role self-perceptions, and teachers will have female sex-role self-perceptions; and (4) in each occupational category, respondents with androgynous sex-role self-perceptions will indicate a higher degree of job satisfaction than will those with other sex-role self-perceptions. This 1986 study used a sample of 600 educators (200 of each category), with a 48 percent response rate. Demographic data revealed that respondents are more satisfied with their occupations than previous research suggests. Results indicate a relationship between perceived sex roles and job satisfaction, but no significant relationships between the Holland career orientations or sex-role self-perceptions and length of service. Included are 43 references and 2 tables. (MLH)

ED 286 315 EC 200 494

Smith, Christopher, Ed.

Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984).

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
REPORT NO.- ISBN-916671-61-5
PUB DATE- 85
NOTE- 264p.; For selected individual papers, see EC 200 495-504, ED 248 480, and EC 200 506-512.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Assistive Devices (for Disabled); Biomedicine; *Communication Aids (for Disabled); Computer Assisted Instruction; *Computers; Computer Software; *Disabilities; Elementary Secondary Education; Management Information Systems; Physical Disabilities; *Rehabilitation; Sensory Aids; *Technological Advancement; *Technology; Transportation; Writing (Composition)

Thirty-nine papers from the conference "Discovery '84: Technology for Disabled Persons" are presented. The conference was intended to provide an overview of the areas in which technological advances have been made, including the applications of computers and other related products and services. Conference presenters represented fields of education, counseling, special education, vocational rehabilitation, and computer science. The papers in the current volume address topics dealing with various ways in which computer technology can enhance the lives of the handicapped and disabled, biomedicine (including a paper on biomedical techniques for post head trauma victims), environmental control (including issues such as the management of incontinence), transportation issues such as a functional urban paratransit system, and communication issues such as a communication system for nonvocal physically impaired persons. (CL)

ED 285 988 CE 048 213

Lee, Gary; Pinholster, Roger
Vocational Teen Parenting (Adolescent Single Parents). Final Report, from July 1, 1986 to June 30, 1987.
Highlands County Schools, Sebring, FL.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 45p.; Project No. DVE 2A-6.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Career Education; Child Rearing; Dropout Programs; *Dropouts; *Early Parenthood; Educational Needs; Lower Class Parents; Mothers; *One Parent Family; *Parent Education; Parenting Skills; Parent Role; Program Effectiveness; *Program Implementation; Secondary Education; Vocational Education; Youth Problems

With the aid of single parent grant money, the Highlands County (Florida) School Board surveyed the needs of adolescent single parents in three high schools and three middle schools. Dropout students also were contacted. Survey results identified the barriers to adolescent single parents obtaining marketable skills. The need for occupational training and minimal basic educational skills was evident in that only one of the students was functioning at the last placed school grade level. Other barriers included transportation and child care needs. Linkage with the local community vocational college was sought, and use of the college work evaluation center was established. Local community support was found through agencies such as Health and Rehabilitative Services, Highland County Health Department, South Florida Community College, and Heartland Private Industry Council. A program framework was developed, emphasizing future job success and positive self-image for adolescent single parents. Although initiated late in the year (April 14, 1986) and running a short time (to June 4, 1986), the program had a positive beginning, with 28 students served. An evaluation revealed a need for a larger facility to house the program, the lack of appropriate materials, and the need for continued and expanded public relations to attract school dropouts. Child care services and space for single parents were tripled during 1986-87. Purchased materials and equipment established better quality programs. As a result of expanded counseling, child care, clinic services, and vocational training, many young parents have maintained progress in school, made the transition to teenage parenthood, and moved toward establishing a career direction. For the 1987-88 year, there are plans to expand the program in numbers of students, quality of services, and opportunities for career education. (KC)

Jacobs, Bella; Ventura-Merkel, Catherine
Organizing a Literacy Program for Older Adults. Literacy Education for the Elderly Project.
National Council on the Aging, Inc., Washington, D.C.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Mars Foundation, McLean, VA.
REPORT NO.- ISBN-0-910883-24-6
PUB DATE- 86
NOTE- 76p.; For related documents, see CE 048 277-279.
AVAILABLE FROM- National Council on the Aging, Inc., Publications Department, P.O. Box 7227, Ben Franklin Station, Washington, DC 20044 (Order No. 129-ER--$9.95 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Community Programs; Illiteracy; *Literacy Education; Models; *Older Adults; Program Development; *Program Implementation; *Tutoring; Tutors

This guide describes a model for a community-based literacy program for older adults that uses older adults as tutors. Guidelines are provided to program sponsors for implementing literacy education for older adults. Chapter I provides an overview of the problem of illiterate older adults and literacy education for them. Chapter II addresses the planning of a literacy program for older adults, including special planning concerns, the planning committee, outreach strategies, and program promotion and publicity. Chapter III focuses on direct-service management issues--tutor and peer support recruitment, volunteer training, and older student recruitment. Strategies for success are presented in Chapter IV. They include matching students and tutors, choosing a site, providing support, recognition, and program evaluation. Chapter V provides results of an in-depth study of 27 sites that participated in Project LEEP (Literacy Education for the Elderly). Chapter VI describes LEEP programs in five communities. Chapter VII is an annotated listing of organizations that can be useful to anyone interested in developing literacy programs for older adults. It is divided into sections on training and technical assistance,

coordination and support, funding and resource development, and clearinghouse/information and referral. Sample project materials are appended. (YLB)

ED 286 014 CE 048 297

Glanz, Karen
Nutrition Programs in the Workplace. WBGH Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- Mar 86
NOTE- 42p.; For related documents, see CE 048 292-305.
AVAILABLE FROM- Prevention Leadership Forum, Washington Business Group on Health, 229 1/2 Pennsylvania Avenue, SE, Washington, DC 20003 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Body Weight; Corporate Education; Cost Effectiveness; Eating Habits; *Employee Assistance Programs; Employer Employee Relationship; *Health Programs; *Nutrition; *Nutrition Instruction; Obesity; Personnel Policy; *Physical Fitness; Pregnancy; Program Development; *Well Being
IDENTIFIERS- *Wellness Programs

As is the case with other worksite wellness programs, company-sponsored nutrition programs have been expanding both in numbers and in depth. Besides offering a convenient health-enhancing benefit to employees, worksite nutrition programs benefit business by preventing several costly nutrition-related health problems, enhancing employees' overall sense of well-being, and ultimately increasing employee productivity. The workplace offers several advantages as a site for nutrition education. It offers the potential to harness social support and social influence from coworkers and management, the availability of a daily eating situation, and opportunities for follow-up and reinforcement. Depending on the individual company and its needs, company nutrition programs can focus on any one or a combination of several or all of the following: cafeteria or point-of-purchase nutrition education, weight control, cholesterol reduction, programs for pregnant or lactating women, and nutrition education activities. Although evaluation data from worksite nutrition programs still remain limited, a number of studies have confirmed the effectiveness of company-sponsored nutrition programs in helping employees lose weight, reduce their cholesterol, and improve their eating habits at work. (Fourteen examples of companies that offer worksite nutrition education programs are included in this document.) (MN)

ED 286 079 CE 048 432

Hamilton, James B.
Handbook on Mainstreaming Handicapped Students in Vocational Education. Second Edition.
Ohio State Council on Vocational Education, Westerville.

PUB DATE- 87
NOTE- 33p.; Update of ED 233 221.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adaptive Testing; Assistive Devices (for Disabled); *Classroom Techniques; Counseling Services; Developmental Continuity; *Disabilities; *Individualized Education Programs; Individualized Instruction; Job Placement; *Mainstreaming; Problem Solving; Secondary Education; Student Evaluation; Teaching Methods; *Vocational Education; *Vocational Evaluation
IDENTIFIERS- Continuum Models

This handbook is intended to assist vocational teachers who are mainstreaming handicapped students into their vocational education programs. The first section describes the features of six common types of disabilities. The concept of providing a continuum of services and individualized education plans are discussed next. Various aspects of vocational evaluation services are examined, including who performs vocational evaluations, the main steps in the vocational evaluation process, information resources, applied techniques, and the use of vocational evaluation reports. Curriculum adaptation, learning styles, and instructional techniques are covered in a section on teaching strategies. Principles of modifying equipment and adapting printed materials, alternative testing, and alternative grading are outlined in the next three sections. Troubleshooting techniques, supportive services (supportive personnel, community services, and additional references and resources), and job placement (related employability skills and other issues) are discussed. A summary and list of references conclude the handbook. (MN)

ED 286 136 CG 020 220

Forsyth, Dolores I.
College Planning Information for Seniors, 1987-88.
Lyons Township High School, LaGrange, IL.
PUB DATE- Jul 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *College Applicants; *College Bound Students; *College Choice; Decision Making; High Schools; *High School Seniors; Information Needs; *Information Sources

This document provides information on college planning and was developed for high school seniors attending Lyons Township High School in LaGrange, Illinois. Although some information is specific to Lyons Township seniors, most of the information is relevant to college-bound students in general. Six steps in applying to college are outlined: (1) obtaining an application; (2) checking for deadlines; (3) having test scores sent to colleges; (4) completing the application; (5) filing the application; and (6) applying for on-campus housing. Financial aid and scholarship information and resources for obtaining further information are included. A section on how to choose a college lists basic considerations and things not to do in making a choice. Students are encouraged to gather information on colleges from such sources as college representatives, Guidance Information System files, reference books, videos, counselor and college consultants, college night programs, and college visits. Things to look for or ask about in choosing or visiting a college are discussed and questions are posed in the areas of entrance requirements, instructional services and equipment, housing and dining facilities, personnel and health services, special and recreational facilities, and college costs. Terms students should be familiar with are defined under the headings of types of schools, admissions policies, college calendar systems, and scholastic regulations. A college information worksheet, a college selection worksheet, a college admissions check list, and a testing record are included. (NB)

ED 286 178 CS 210 692

Soffin, Stan; And Others

Online Databases and Newspapers: An Assessment of Utilization and Attitudes.

PUB DATE- Aug 87

NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Networks; *Computers; Database Producers; *Databases; Information Needs; *Information Seeking; Information Sources; Media Research; *Newspapers; Online Systems; Online Vendors; Press Opinion; Technological Advancement

IDENTIFIERS- News Agencies; Newspaper Circulation; *News Sources

Forty-eight Michigan newspapers were surveyed by telephone to determine their criteria in selecting online database services, type of personnel using them, training procedures, budgets, and perceptions of the impact of these services on the speed of writing stories and quality of reporting. Data collection involved two phases: (1) researchers surveyed Michigan daily newspapers about their use of electronic databases and microcomputers; and (2) examining U.S. and Canadian dailies that are online contributors to VU/TEXT, DATATIMES or NEXIS. Results show that 96% do not subscribe to any online services, with a majority indicating that the services were too expensive, 50% saying they had no need for them, and 15% reporting lack of the expertise to use the services. More than half viewed online search skills as not very important. The two papers that did subscribe were the "Detroit Free Press" and the "Detroit News." The "Free Press" also maintains its own computerized "morgue," or archive, which is integrated with ongoing stories and is provided to the VU/TEXT database. Only three other Michigan newspapers operate micro-computer based "morgues." The survey also revealed that while 25% of Michigan newspapers have no personal computers of any kind, the rest have most or all of the equipment needed to access online databases should they choose to. Michigan newspapers' apparent lack of interest in online databases contrasts starkly with the growing national interest, reflected in the range of national newspapers contributing to online databases. (Appended tables compare penetration of IBM PC's, MacIntoshes and laptop computers, correlate computer use with newspaper characteristics, and analyze database contributors by city size and circulation.) (JG)

ED 286 192 CS 210 795

Fallon, Irmie; Johnson, Mike

Dealing with Feelings and A District-Wide Writing Assessment.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Oct 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Creative Writing; Educational Assessment; Elementary Education; Elementary School Students; Expressive Language; Kindergarten Children; Letters (Correspondence); *Psychological Needs; Student Attitudes; *Student Needs; Teacher Role; Theory Practice Relationship; *Writing Evaluation; *Writing Instruction

Intended for teachers who want to improve writing instruction in their kindergarten or elementary school classroom, this two-part guide offers ideas for kindergarten teachers to help their students express their feelings through writing and reports on a district-wide writing assessment in Grand Forks, North Dakota. The first part, which is divided into three sub-sections, offers ways kindergarten teachers can help students deal with their feelings of pain or abandonment through the writing or dictating of letters, discussion of problems, and the reading of stories about children's problems. The second part of the guide focuses on a 13-month assessment of sixth grade students' writing. Included is information about the development of definitions of good elementary school writing, the identification of district goals, the evaluation of criteria, and attendance at writing workshops. (JC)

ED 286 232 CS 505 698

Biddle, Phil; Moore, Regina
Health Communication: Two Case Studies--Multiple Sclerosis and Epstein-Barr Virus.
PUB DATE- Nov 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Communication (Thought Transfer); *Communication Problems; Communication Research; *Disease Control; Diseases; *Health; Interaction; Interpersonal Communication; Medical Case Histories; Medical Evaluation; *Models; Physician Patient Relationship; Social Environment; Theories
IDENTIFIERS- *Chronically Ill Persons; Epstein Barr Virus; *Health Communication; Multiple Sclerosis; Self Awareness

Communication theory can be used by medical practitioners to enhance significantly their ability to provide appropriate treatment. Complete understanding of the communication experience for an individual must include three dimensions: (1) intrapersonal communication that serves to unite the parts of the self, (2) interpersonal communication to unite the individual with other individuals, and (3) extrapersonal communication that serves to maintain a healthy union with the individual's world. This general or unified theory of communication (called the "Unified Field Theory Model") was applied to two specific medical cases--a student diagnosed as having multiple sclerosis (MS), and another person with chronic Epstein-Barr virus. MS is a disease that damages the body's nerve insulation thus impairing the sending and receiving of "messages" to and from the brain--a breakdown in intrapersonal communication--whose common symptoms are visual disturbances, lack of coordination in the arms and legs, and bladder dysfunctions. In addition, candidiasis and its treatment with tetracycline (extrapersonal dimension) appeared to be an important agent in this particular MS case, but only recently have diagnosticians considered the link. Stress (interpersonal dimension) also seemed to be a factor. The individual with chronic Epstein-Barr virus led an extremely stressful personal life (interpersonal) prior to her illness, and only after resolving her stresses and removal of a plant causing an allergic reaction (extrapersonal dimension) did her state of health improve. (Forty-three footnotes are appended.) (NKA)

Desjardins, Linda A.
But I Just Said That. Weren't You Listening?
PUB DATE- Nov 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Higher Education; *Listening; *Listening Comprehension; Listening Comprehension Tests; Listening Habits; *Listening Skills; *Speech Communication; Teaching Methods
IDENTIFIERS- *Listening Strategies

In a fifty-minute period, a class of speech students can be given an object lesson in listening skills. Materials needed are an article that can be read aloud in ten minutes, enough copies for class distribution, and a carefully composed list of ten to twelve questions. When the students arrive for the first class, the teacher reads the article aloud in a straightforward manner but without any emphasis on delivery. The students' relief at the end of the reading will turn to protest when they are asked to write answers to specific questions about the article. In going over the answers, the students usually find that they have only two or three correct, and offer explanations as to why they were not listening. By asking if the students' poor showing was all their fault, the teacher opens up a discussion of what the teacher/speaker should have done, such as use more vocal expression, write key ideas on the board, or expand on complex issues. The teacher then supplies the class with copies of the article, and the class, feeling satisfied that the teacher shares the blame, believes that the lesson is over. But the discussion continues so that students can begin to see that they must learn to engage in critical or social listening and not place all of the burden of communication on the speaker. Positive feedback on this exercise encourages the students, and helps move listening to the conscious level. (NKA)

ED 286 258 EA 019 627

Purcell, Larry O.
Staff Development.
PUB DATE- Aug 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; Literature Reviews; *Professional Development; Program Development; *Staff Development; *Teacher Improvement

Staff development programs and activities are common methods of stimulating change in the behavior of educators. These programs may be designed for a number of purposes, including (1) problem-solving within the local school or district; (2) remediation to develop work-related skills; (3) motivation to change and improve staff; and (4) development of upward professional mobility. Professional associations in favor of staff development programs include the National Education Association, the American Federation of Teachers, and the American Association of Colleges of Teacher Education. Among the methods of program delivery are visitations, peer counseling, model teaching, workshop development and presentations, service on educational committees, and college courses. Peer support for change in practice influences the success of professional development programs. Program administrators can significantly enhance staff growth by proactive planning rather than a reactive problem identification and solution. A six-page reference list is included. (MLF)

ED 286 284 EA 019 686

Student Motivation.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Sep 87
NOTE- 14p.
AVAILABLE FROM- Publication Sales, Research Department, National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 ($1.25; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Ability; Academic Achievement; Academic Failure; *Educational Environment; Improvement Programs; Learning Activities; *Learning Motivation; Learning Theories; *Motivation Techniques; *Performance Factors; School Role; Secondary Education; *Student Characteristics; *Student Motivation; Student School Relationship

Although ability partly explains why some students are eager to learn in school whereas others are disinterested, motivation is another significant factor. This newsletter discusses factors that affect students' motivation to learn, considers techniques that can increase motivation, and identifies schools that have developed activities to enhance motivation. Students bring characteristics to the learning situation that vary tremendously (abilities and aptitudes, confidence, background experiences). These characteristics and unique combinations of factors influence the level of motivation. Motivation is also affected by the nature of the learning environment, including the degree of interest in a subject or a teacher, and the physical and psychological environment. Several theories provide explanations for motivational behavior. Behaviorists stress positive reinforcement. The rewards, however, may become more important than the learning. Abraham Maslow's theory of motivation proposes that "deficiency" needs (safety, love, esteem) must be satisfied before "growth" needs (self-actualization, knowledge). Others hypothesize a need for achievement and a contrasting need to avoid failure. Students who experience failure in school are less motivated to do well.

Techniques to improve motivation include the following: (1) consider individual differences; (2) ensure that deficiency needs are satisfied; and (3) make subject matter interesting and relevant. Several schools and districts illustrate how programs and activities can develop motivation. In New Hampshire, for example, Amherst Middle School requires the students to use the skills of all academic areas in life-oriented, thematic units. The document provides addresses and contacts of seven schools and districts. (CJH)

ED 285 975 CE 048 044

Youmans, David Vance
Extension Education Impacts of Farming Systems Research in Lesotho.
University of the Orange Free State, Bloemfontein (South Africa).
PUB DATE- 86
NOTE- 363p.; Abridged version of a doctoral dissertation, University of the Orange Free State.
AVAILABLE FROM- Research Institute for Education Planning, University of the Orange Free State, P.O. Box 339, Bloemfontein 9300, South Africa (12,00 Rand).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Agricultural Education; *Agricultural Production; *Developing Nations; *Extension Education; Foreign Countries; Nonformal Education; *Outcomes of Education; Postsecondary Education; *Research and Development; Rural Development; Rural Education; Scientific Research; *Theory Practice Relationship
IDENTIFIERS- Impact Studies; *Lesotho

A study examined the nonformal extension education impacts of farming systems research in three prototype areas in rural Lesotho. The extension education programs that were carried out in Lesotho from 1979 through 1984 in conjunction with a farming systems research development strategy were found to have tentative, but indicative, impacts on farmer contact groups, chiefs, headmen and headwomen, and district-based extension workers and subject matter specialists. The farmer contact group members studied felt that the extension activities changed their knowledge, attitudes, skills, and aspiration levels. The extension program also appeared to result in higher crop yields, more income from farming, and an increased ability to acquire better farm inputs. The chiefs and village headmen and headwomen studied likewise found the extension program to have a number of positive impacts and were unanimous in their support for farming systems research as a development strategy. The district-based extension workers and subject matter specialists interviewed also indicated that the extension program had positive impacts in many subject areas taught. Farming systems research was found to be a useful development strategy in that it is interdisciplinary and engages the farmer directly in its dynamics. This does not mean, however, that the strategy should be viewed as a panacea for the low agricultural productivity that affects much of Africa. (A sample interview form is appended.) (MN)

ED 286 027 CE 048 327

Athanasou, James A.
The Ecology of Job-Finding in Australia.
PUB DATE- 87
NOTE- 16p.; Paper presented at the Annual Conference of the Australian Psychological Society (23rd, Canberra, Australia, August 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Demography; Employer Attitudes; Foreign Countries; *Job Placement; *Job Search Methods; Participant Characteristics
IDENTIFIERS- *Australia

Although studies of the labour market have concentrated on employment and unemployment, there have been few Australian studies of job search experiences. This study focused on the methods used by people to obtain jobs. It examined the hypothesis that informal job-seeking methods are more likely to lead to employment and that most jobs are obtained without prior knowledge of the vacancy. The data for the study were derived from the Australian Bureau of Statistics' monthly labour force survey of households (published and unpublished data). In the 12 months from July 1985 to June 1986, some 1.6 million individuals had started a new job. At least 29 percent of the jobs resulted from approaches made without prior knowledge that the job was available. Friends and relatives accounted for some 17 percent of placements, and in 20 percent of cases, the employer approached the job seeker, bringing the proportion of informal methods to at least 66 percent. There were statistically significant differences between employed and unemployed job seekers in approaches to or from employers. Occupational, age, and seasonal differences also were evident. (Author)

Child Abuse and Neglect in America: The Problem and the Response. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 3 Mar 87
NOTE- 110p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Government Role; Hearings; *Intervention; Prevention; *Public Policy
IDENTIFIERS- Congress 100th

This document presents witness testimonies and prepared statements from the Congressional hearing called to examine the problem of child abuse and neglect. In his opening statement, Representative George Miller discusses a survey of governors which documents the large increases in reports of child abuse and neglect during the last 10 years. The study, Abused Children in America: Victims of Official Neglect, is included. Opening remarks are also included from Representatives Dan Coats, Lindy Boggs, J. Dennis Hastert, and Gerry Sikorski. Witnesses providing testimony include: (1) Richard Krugman, director of the C. Henry Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect; (2) Frederick Green, president of the National Committee for the Prevention of Child Abuse; (3) Douglas Besharov, a resident scholar of the American Enterprise Institute; (4) Ruth Massinga, secretary of the Maryland State Department of Human Resources; (5) Jeanne Soulis, research coordinator for The Children's Place in Kansas City, Missouri; and (6) Patricia Raphael, president of the Parents Anonymous Organizations of Massachusetts. Witnesses present research findings on the scope of the problem of child abuse and neglect; discuss the changing nature of child abuse; and recommend policies, practices, and resources needed to respond to the problem. (NB)

ED 286 151 CS 008 911

Sanacore, Joseph
Needed: A Better Link between the Learning Center and the Classroom.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Area Reading; Functional Reading; High Schools; Individualized Reading; Program Descriptions; Program Implementation; Reading Ability; *Reading Centers; *Reading Difficulties; *Reading Improvement; Reading Instruction; *Reading Programs; Reading Strategies; *Remedial Reading; Secondary Education

In school districts throughout the United States, at-risk students are receiving remedial instruction in learning centers outside the classroom. Because this separation increases the likelihood that students will receive a fragmented education, learning center staff should provide remedial students with "curricular congruence," or content and strategies needed for success in subject matter classrooms. This approach has been implemented at a Long Island (New York) high school, where students in the learning center read the same books as do those in the content area classroom, and staff help the students develop strategies that lead to independence in the English classroom. This is achieved through cooperation between learning center staff and content area teachers, and the process benefits both the students and the teachers in instructional matters as well as morale. The cooperation also reduces illiteracy and number of dropouts by making the students feel more successful in school. Implementing curricular congruence is not expensive, although the Long Island system used a seven-period day which required hiring additional instructors. A short inservice workshop that stresses the main goals of curricular congruence suffices to introduce teachers to the plan, and the workshop should focus on sameness of instructional materials, reading skills, and strategies stressed; direct instruction, use of remedial classes as supplements, rather than substitutes for regular instruction; and good communication among teachers and administration. This successful formula contrasts with unsuccessful programs in which teachers feel remedial students are the sole responsibility of learning center instructors. (Figures and references are appended.) (SKC)

ED 286 164 CS 008 933

Cudaback, Dorothea
It Matters if They Read: Evaluation of Ten Age-Paced Parent Education Home Learning Programs.
PUB DATE- Oct 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Instructional Material Evaluation; Parent Child Relationship; *Parent Education; *Parent Materials; Prenatal Influences; *Readability; Reading Research
IDENTIFIERS- *Cooperative Extension Service; *Readership Analysis

A study examined the readership of state cooperative extension offices' home learning programs--nine series of booklets of information about pregnancy, infant development, and parenting, mailed to parents in ten states to coincide with pregnancy stage and baby's age in months. The reading level of the series varied from sixth to eighth-grade level. Data were gathered using an evaluation questionnaire sent to parents as they completed the booklet series. Of the more than 51,000 parents estimated to have received the series during the study year, 2,263 returned their questionnaires. Results indicated that while respondent characteristics varied from state to state, most were 25 years old or older, white, married with some post high school education. Fifty percent lived in urban areas, and 60% were first time parents. Results also indicated that all booklet series were well read, with 84% of the respondents reporting having read all articles in all issues, and 74% reporting that someone other than themselves--usually the spouse and/or the baby's grandparents--also read the booklets. Eighty-five percent rated the writing style of the booklets as "just right," and most reported that all the major subjects included were "somewhat" or "very" helpful. Results suggest that the booklets achieved their intended purpose, and that "age-paced" home learning programs serve a useful purpose. (HTH)

ED 286 219 CS 505 665

Safadi, Michaela; Valentine, Carol Ann
Emblematic Gestures among Hebrew Speakers in Israel.
PUB DATE- May 87
NOTE- 50p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987). Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Language; Classroom Communication; Cognitive Processes; Communication Research; Eye Contact; Facial Expressions; Foreign Countries; Hebrew; Higher Education; Intercultural Communication; Interpersonal Communication; Interpersonal Competence; Jews; *Nonverbal Communication
IDENTIFIERS- Israel

A field study conducted in Israel sought to identify emblematic gestures (body movements that convey specific messages) that are recognized and used by Hebrew speakers. Twenty-six gestures commonly used in classroom interaction were selected for testing, using Schneller's form, "Investigations of Interpersonal Communication in Israel." The 26 gestures were decoded by 200 college students (Group I). Selected gestures were also decoded by 75 subjects (Group II), including college students and members of YMCA classes for pensioners. Participants noted their recognition and interpretations of the investigator's encoding intentions, their certainty of interpretation, and where they learned each gesture. Results of the study showed: (1) that eight gestures were identifiable as emblems, and three more were identifiable as possible emblems; (2) that there were slightly negative although insignificant correlations found between increased age, years spent in Israel, expressed certainty of interpretation, and accuracy of interpretation; and (3) that natives and subjects from 20 to 24 years of age tended to have the highest rates of expressed certainty of interpretation as well as accuracy of interpretation. Although the study used a less than representative sample, and lacked a unified gesture labelling system, the study yielded useful information about non-verbal communication systems in Israel, and suggested that comparison with similar studies could produce a comprehensive picture of emblematic gestures used in various cultures. (Twenty references and six tables are provided, including two extensive tables that illustrate the gestures featured in the study.) (JC)

ED 286 299 EC 200 477

Price, Lynda
A Selective Review of the Professional Literature Concerning the Transition Process of Learning Disabled Adolescents and Adults.
Minnesota Univ., Minneapolis. General Coll.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Adults; *Delivery Systems; *Learning Disabilities; Postsecondary Education; *Transitional Programs; Vocational Rehabilitation

A review of the literature about transition from secondary to postsecondary settings for students with learning disabilities (LD) is presented. Reasons are offered for limited empirical longitudinal data about LD adolescents and adults. Studies of the impact of LD on adolescents are grouped into case studies, reports of specific materials or techniques, and discussions of philosophical issues. Trends in the transition literature are noted regarding service delivery models for LD adults in postsecondary settings, including specially trained peer tutors to help LD students in subject areas. Research about vocational rehabilitation's role with LD adolescents and adults is also discussed. The multi-faceted nature of the transition problem is stressed. (CL)

ED 286 334　　　　　　　　　　EC 200 514

Developing and Improving Your Total Special Education System. Volume 1.
Minnesota Administrators of Special Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.
PUB DATE- 86
NOTE- 711p.; Sections 1, 2, and 3 are printed on colored paper.
AVAILABLE FROM- Minnesota Curriculum Services Center, 3554 White Bear Ave., White Bear Lake, MN 55110 ($27.00, $14.50 Minnesota residents; Publication No. B624).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Policy; Administrative Principles; Administrator Guides; *Delivery Systems; *Disabilities; Elementary Secondary Education; Evaluation Criteria; Guidelines; *Program Development; Program Evaluation; *Program Improvement; School Districts; Self Evaluation (Groups); *Special Education; *Standards
IDENTIFIERS- *Minnesota

The manual presents guidelines for developing a special education service delivery system that are flexible enough to accommodate individual needs of local education agencies (LEAs) in Minnesota.

Following a general introduction, the manual is organized in three sections: (1) description of essential components in the special education system; (2) an internal evaluation and improvement process; (3) a planning process for special education change. Each section begins with an introduction which provides background information (e.g., purpose, scope, and implementation suggestions). The first two sections are structured according to 15 program components (each of which has a stated standard): identification, referral, assessment, individual program planning, instructional delivery/ programs, staff, physical plant, parent involvement/due process, personnel development, interagency cooperation, transportation, instructional resources, community relations, fiscal resources, and governance. The third section outlines a 10-step planning process for change: scan the environment, analyze conditions, develop planning assumptions, develop a mission statement, develop a statement of philosophy, review and analyze special education description and improvement data, formulate goals and objectives, obtain approval, implement plan, evaluate and adjust. Six appendices include the full text of the 15 program standards, a list of resources, and explanations of terms related to data collection and evaluation procedures. (JW)

ED 286 350 FL 016 427

Pashto Basic Course. Workbook Tapescripts, Units 1-7.
Defense Language Inst., Monterey, CA. Foreign Language Center.
PUB DATE- Nov 86
NOTE- 62p.; For related documents, see FL 016 420-426.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiolingual Skills; Audiotape Recordings; Classroom Environment; Classroom Techniques; Conversational Language Courses; Cultural Context; *Daily Living Skills; Family (Sociological Unit); Grammar; *Interpersonal Communication; *Laboratory Manuals; Learning Activities; *Pashto; Second Language Instruction; *Sociocultural Patterns; Uncommonly Taught Languages; *Workbooks

The workbook tapescripts reflect the contents of the tapes which accompany the Workbook of the Pashto Basic Course, Units 1-7. The tapescripts are intended to provide the teacher with a quick reference to the content of the laboratory exercises. They are not intended for use by the student. Lesson topics include information on the Pashtuns, classroom communication and behavior, greetings, telephone use, visiting someone's house, giving personal information, conversation skills, giving and getting directions, discussing everyday life, the seasons, days and times, prayer times, and the family. All Pashto is translated into English in the tapescripts. (MSE)

ED 286 042 CE 048 348

Harmon, Hobart L.
Learning and Memory: Implications for Teaching Adults. A Background Paper on Teaching Adults Prepared for Public Service Instructors, Vocational Teachers, and Vocational Administrators in West Virginia.
PUB DATE- 1 Jun 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Adult Learning; *Adult Students; *Andragogy; Cognitive Style; Learning Strategies; *Memory; Postsecondary Education; *Student Characteristics; Student Motivation

This paper presents an overview of research on adult learning and suggests strategies for helping adult students to learn. In the first section of the paper, learning and memory are discussed and

factors needed for adults to learn the hows and whys of adult motivation are then discussed. The paper next covers the setting of adult learning and the differences between short-term and long-term memory. Activities by which teachers of adults can facilitate the retention and transfer of learning are listed and explained, and techniques suggested by some researchers are offered. Finally, the paper presents lists of teaching strategies and explores the differences between adult and younger learners as advanced in the literature. (KC)

ED 286 055 CE 048 386

Parkinson, Kevin J.; And Others
Attrition of Part-Time TAFE Certificate Students.
TAFE National Centre for Research and Development, Payneham (Australia).
SPONS. AGENCY- Commonwealth Tertiary Education Commission, Belconnen (Australia).
REPORT NO.- ISBN-0-86397-043-5
PUB DATE- 87
NOTE- 244p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria, 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Adult Programs; *Adult Students; *Dropout Characteristics; Dropout Research; Foreign Countries; Participant Characteristics; *Part Time Students; Postsecondary Education; Potential Dropouts; *Predictor Variables; *Student Attrition; Student Characteristics
IDENTIFIERS- *Australia; TAFE (Australia)

A study examined the difficulties encountered by first-year, part-time Technical and Further Education (TAFE) students that cause them to consider withdrawing from, and in many cases, dropping out of their TAFE programs. Questionnaires were administered to 4,150 early withdrawers (persons who dropped out between January 1 and May 16, 1986), 2,940 later withdrawers (those who dropped out between May 17 and October 30, 1986), and 1,405 program persisters (persons still in the program as of October 31, 1986). Of those variables that affected 17 percent or more of the respondents, six could be classified as academic, four as environmental, one as a background variable, and one as a defining variable. The variables that were most likely to result in a decision to drop out were as follows: inability to resolve the pressures from mixing the demands of home, work, and study; difficulties in establishing a study routine; difficulties in organizing study time; teaching methods that did not stimulate interest; too much difficulty in meeting family commitments; an expansion of career options by virtue of only taking part of a course (thus obviating the need to complete a course); impossibility of home study because of home jobs; inadequate study skills; inability to cope with both work and study; failure to find a course interesting; and excessive demands imposed by after-work travel to college. (Appendixes include the questionnaires for early and later withdrawers and for program completers, a list of the liaison researchers who participated in the study, and the original and followup letters that were sent to early withdrawers.) (MN)

Hester, Maureen P.
Humor Assessment: From May to December.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Humor; *Older Adults; Parent Role; Personality Traits; *Sex Differences; *Young Adults

While research on humor in children has increased in the past 20 years, there is less information on adult humor. The Humor Assessment Instrument (HUMA) was developed as part of an ongoing humor intervention project. HUMA was used to interview 398 adults on their perception of humor in the media, humor among acquaintances, humor in parents, most and least liked humor, and blocks to humor. Results from younger adults, aged 20-29 (N=118) and older adults, aged 50 and over (N=107) were used to examine age and sex differences in adult humor. The results revealed that, as recipients, younger people enjoyed humor in the media and with acquaintances for the other person's "outlook on life" while the reason given for personal use of humor was "tension release." Women more than men reported parents as having no sense of humor, with older women citing no humor more often than younger women. The data also revealed that for women, the favorite kind of humor reflected "outlook on life" while the least favorite kind of humor was put-down humor. Blocks to humor reflected more age differences than sex differences. (HUMA is included.) (Author/NB)

ED 286 108 CG 020 191

Mason, Terry; And Others

Now That the Law Has Changed: Assessing the Impact of the 21 Year Old Drinking Age.

PUB DATE- Mar 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American College Personnel Association/National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; *Alcoholic Beverages; *College Students; *Drinking; Higher Education; *Legislation; Trend Analysis

To determine the effects of raising the legal drinking age on the drinking patterns of college students, especially those whose status changed from legal to illegal, a survey was designed and administered to college students before and after the legal drinking age was changed from 19 to 21. College students (N=799) completed surveys in April of 1986; the drinking age changed in September of 1986; and students (N=373) completed the survey in December of the same year. The results indicated no significant differences in the rates of consumption, intoxication, or other drug use. While there was no significant decrease in vandalism, fighting, or legal and academic problems associated with usage, there was an increase in the number of students reporting that they drove after drinking excessively. Emphasis on alcohol usage in social settings did not decrease. There was a significant decrease in drinking in controlled settings after the change, with a corresponding trend for increased consumption at private parties, place of residence, and in moving vehicles. Within certain groups, an increase was observed in peer pressure to drink and in requests by minors to be provided with alcohol. A trend toward an increased need for alcohol education was also noted, especially related to issues of third-party liability and alternative party-planning. A longitudinal study will be completed in April, 1987 when the initial administration group participates in a follow-up administration. (Appendices contain demographic and survey data, graphs, and copies of the survey cover letter and consent form.) (Author/NB)

ED 286 271 EA 019 661

Ogawa, Rodney T.; Pederson, Tom
Implicit Theory of Leadership among Educators.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Influences; *Informal Leadership; *Leadership Qualities; *Organizational Theories; *Performance Factors
IDENTIFIERS- *Conceptual Frameworks; *University of Utah

Although scholars have developed and applied various explicit conceptualizations of leadership to the study of educational administration, far less attention has been given to implicit or informal conceptions of leadership. Some recent studies claim that leadership impact on organizational performance is minimal or illusory; others argue that more subtle, previously unexamined forms of influence may be operating. This study examines: (1) the extent to which educators distinguish between the notions of leader, formal leader, and informal leader; (2) the behaviors educators associate with the concept of leadership; and (3) whether subgroups among educators hold different implicit theories of leadership. The University of Utah College of Education furnished 168 student participants, 79 from educational studies, 36 from special education, and 53 from educational administration. A questionnaire divided into demographic, open-ended, and self-assessment sections was used. Students were asked to describe the behaviors of a formal leader, an informal leader, and a leader; they were also asked to rate their desire and capacity to serve in each leadership category. Findings suggest that participants shared a relatively coherent concept of leadership. Respondents' concepts of leader may be slightly more closely aligned with their concepts of formal than with informal leader. The leadership inclination section showed more mixed results. Included are 4 tables and 19 references. (MLH)

ED 286 316 EC 200 495

VanBiervliet, Alan
Enabling Handicapped Nonreaders to Independently Obtain Information: Initial Development of an Inexpensive Bar Code Reader System.
PUB DATE- 85
NOTE- 11p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Disabilities; Mental Retardation; Normalization (Handicapped); Physical Disabilities; *Reading; *Technological Advancement; *Technology; Visual Impairments
IDENTIFIERS- *Barcodes

A project to develop and evaluate a bar code reader system as a self-directed information and instructional aid for handicapped nonreaders is described. The bar code technology involves passing a light sensitive pen or laser over a printed code with bars which correspond to coded numbers. A system would consist of a portable device which could "read" printed bar code and a processing unit which would transcribe the code and auditorially present the information via a speech synthesizer. Twelve objectives in developing such a system are listed and discussed, including a nationwide survey to evaluate the need for this approach on the part of handicapped nonreaders and to test the system in such applications as restaurant menus for visually impaired people and emergency training for moderately and severely handicapped persons. (CL)

ED 286 002 CE 048 279

Jacobs, Bella; Ventura-Merkel, Catherine
Tutoring Older Adults in Literacy Programs. Literacy Education for the Elderly Project.
National Council on the Aging, Inc., Washington, D.C.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Mars Foundation, McLean, VA.
REPORT NO.- ISBN-0-910883-25-4
PUB DATE- 86
NOTE- 36p.; For related documents, see CE 048 277-278.
AVAILABLE FROM- National Council on the Aging, Inc., Publications Department, P.O. Box 7227, Ben Franklin Station, Washington, DC 20044 (Order No. 130-ER--$4.95 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Illiteracy; *Literacy Education; *Older Adults; *Tutoring; Volunteers

This booklet is designed to sensitize volunteer literacy tutors to the special needs and interests of illiterate older learners. It also gives useful tips for creating successful and self-rewarding learning experiences. The first section on the world of older adults with literacy problems describes some of the characteristics of this group. In the next section, reasons for participation and nonparticipation in a literacy program are discussed. Success tips for tutors are provided. These include gaining the students' trust, making learning goal-oriented, adapting one's teaching style, keeping motivation high, meeting students' needs, evaluating personal goals regularly, relying on peer supports, selecting appropriate teaching materials, using learning contracts, and being alert to learning problems. A chart summarizes techniques that can make tutoring a success; learning needs of older adults are correlated with ways in which tutors can help meet these needs. The final section addresses developing self-sufficiency. Topics include building confidence, broadening horizons, and expanding skills. (YLB)

ED 286 015 CE 048 298

Levin, Robert C.
Wellness for Older Workers and Retirees. WBGH Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- Jan 87
NOTE- 70p.; For related documents, see CE 048 292-305.
AVAILABLE FROM- Prevention Leadership Forum, Washington Business Group on Health, 229 1/2 Pennsylvania Avenue, SE, Washington, DC 20003 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Corporate Education; Cost Effectiveness; *Employee Assistance Programs; Employer Employee Relationship; *Health Programs; *Older Adults; Personnel Policy; *Physical Fitness; Preretirement Education; Program Development; Retirement; *Retirement Benefits; *Well Being
IDENTIFIERS- *Wellness Programs

Company-sponsored wellness programs are particularly important for older employees inasmuch as they are at greater risk of disease and disability than are their younger counterparts and their health care and health insurance costs are generally higher. As the cost of retirement benefits rises, wellness programs for retirees are becoming increasingly important. Wellness programs intended for older workers and retirees may focus on one or more of the following: medical screenings, health information, health classes and seminars, and exercise and fitness programs. Physician involvement and support, spouse eligibility, focus on risk factors, emphasis on managing chronic illness, knowledgeable and enthusiastic staff, recognition of individual achievement, focus on retirement planning or on a retiree club, and caution in using an age focus are all factors that have been found to be associated with program success. Although worksite wellness programs have not traditionally focused on older workers or retirees, companies that have instituted such programs have found them worthwhile for their cost-effectiveness and their inherent social value. Wellness programs for older and retired employees can be especially effective when companies recognize the varied abilities and interests of retirees of different ages and when programs are designed with consideration for such barriers as access to programming, legal liability, difficulty in effecting behavioral change, and lack of consensus about effective interventions. (Twenty-seven examples of companies that offer wellness programs for older employees and retirees are included in this document.) (MN)

ED 286 067 CE 048 408

Bilingual Vocational Education. Project Abstracts 1987-1988.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; Adult Education; Auto Mechanics; *Bilingual Education; Building Trades; Cambodians; Child Care Occupations; Chinese; Clerical Occupations; Computer Oriented Programs; Cosmetology; Diesel Engines; Food Service; Home Economics; Indochinese; Industrial Arts; Laotians; Microcomputers; Occupational Home Economics; *Office Occupations Education; Persian; Printing; Program Descriptions; Russian; Spanish; Teacher Education; Teaching Methods; Technical Education; Trade and Industrial Education; Vietnamese; *Vocational Education; Vocational English (Second Language); Word Processing

Abstracts are provided for 16 bilingual vocational education projects offered in 1987-88. Each abstract provides information on: grantee; state; project title; project director, address, and telephone number; project officer and U.S. Department of Education address; language group(s) served; occupational skills area(s); length of training cycle (in weeks); number of cycles; weekly hours of vocational training, English as a Second Language instruction, and job counseling; number of trainees; cost per trainee; amount of stipend; cost per hour of instruction, counseling, placement, and other ancillary services; grant award amount; grant number; period of award; coordinating agencies; additional funding sources; and title of project. Projects are divided into three categories: bilingual vocational training projects; bilingual vocational instructor training projects; and bilingual vocational materials, methods, and techniques projects. Representative areas covered in these projects (and the population groups served by each) are: banking/finance and general clerical (Chinese, Spanish); electronic assembly (Southeast Asians); bookkeeping with computer applications and child development (Spanish); child care (Spanish); Chinese cooking (Chinese); microcomputer applications in clerical occupations (Chinese); architectural drafting, computer-based business skills, and furniture finishing (Russian, Farsi, Cambodian); diesel mechanics (Spanish); cosmetology (Spanish); air conditioning, heating, and refrigeration (Spanish); residential and commercial electricity (Spanish); and building trades, clerical, food service, and printing trades (Vietnamese, Spanish). (YLB)

ED 286 080 CG 020 163

Boyce-Prather, Margaret; Shainline, Michael
Student Assistance Program Sandia High School 1985-86 Report.
Albuquerque Public Schools, N. Mex.
PUB DATE- Jun 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counseling Services; *Drinking; *Drug Abuse; High Schools; Parent Attitudes; *Parent Participation; Participant Satisfaction; Program Evaluation; Referral; School Activities; *School Counseling; Student Attitudes; *Student Needs; Teacher Attitudes
IDENTIFIERS- *Alcohol Abuse

This document presents data from the second year of the Student Assistance Program, a counseling program to help students who may be abusing drugs or alcohol, implemented at Sandia High School in the Albuquerque (New Mexico) Public School system. Data are included from the program's monthly records sheets, from parent involvement questionnaires, and from faculty and student surveys. Data tables and text are organized into seven major sections: Summary of Presentations, Sources of Referrals, Counseling and Outside Referrals, Parent Involvement Program, Faculty Surveys, Student Surveys, and a Conclusion. The conclusion summarizes the report findings that: (1) students were usually referred to the program by school administrators or the school detective but, as the year progressed, referrals from friends and teachers increased; (2) referred students usually received counseling from the program counselors, although some referrals were made to outside treatment facilities; (3) participants in the 8-week Parent Involvement Program for students and parents rated the program organization and quality favorably, but ratings were mixed with regard to how well the program met their individual needs; (4) nearly one-half of faculty respondents reported having referred students to the program, while all reported a high need for the program at the school; and (5) more than one-half of the students surveyed reported being unaware of the program, but stated they would encourage friends needing help to use the program. Survey forms are appended. (NB)

ED 286 179 CS 210 745

Burgess, Carol A.

Five Lines for Sixth Grade. (A Lesson Model for Teaching the Writing of the Cinquain Poem to Sixth Grade Students.).

PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; Grade 6; Intermediate Grades; Language Arts; Learning Activities; Peer Evaluation; *Poetry; Teacher Role; *Teaching Methods; *Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- *Cinquains; Teacher Student Conferences

Sixth grade students can use cinquain poems to explore language, learn grammar, and write creatively. Before learning about cinquains, students should be introduced to simpler poetic forms. To introduce cinquains, the teacher writes a simple example on the board and has the students informally figure out the parts of speech and grammatical function of each line of the poem. The teacher then writes the rules of cinquain formation on the board, and the class creates a group cinquain with no help from the teacher. Next, individual students "cluster" terms related to a topic of their choice (for example, a student circled "pizza" on a piece of paper, then linked terms like "Italian," "yummy," and "bubbling" to the main term). Out of the clustering evolves the first draft of the cinquains, which each student brings to the teacher for an individual conference. The students revise their poems after the conference, then exchange them with a peer, who writes three comments which may or may not inspire further revision. Final copies are written on drawing paper and illustrated by the poets. The teacher displays or "publishes" them on a bulletin board. The activity helps students review grammar, learn a poetic form, practice following directions, and cooperate to share their feelings. (Five sample poems are appended.) (SKC)

Davis, Ken, Ed.
Literacy and Locality.
Kentucky Council of Teachers of English.
PUB DATE- 86
NOTE- 74p.; Document contains small, light type which may not reproduce well.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 29587-222, $4.00 member, $5.25 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; Black Community; Black Literature; Creative Writing; Dialects; Educational Change; Elementary Secondary Education; *English Instruction; Higher Education; *Language Arts; Literacy; *Literature Appreciation; Poets; Regional Attitudes; *Regional Characteristics; Romanticism; Teaching Methods; Teaching Models; United States Literature; *Writing Instruction; Written Language
IDENTIFIERS- Appalachia; Foxfire; *Kentucky; *Regionalism; Stuart (Jesse)

Noting that despite the homogenizing influence of the mass media, the United States remains a land of regions, this focused journal issue celebrates regionalism (especially Kentucky regionalism) by exploring its implications for the teaching of English and language arts. The articles and their authors are as follows: (1) "Literacy and Locality: The Foxfire Model" (C. Stumbo); (2) "Jesse Stuart and the Teacher's Craft" (H. Koring); (3) "Discovering a Literacy Period in Your Own Home Town: Romantic Louisville" (P. P. Buckler); (4) "Transcendental 'Sayers': Louisville's Black Poets" (D. Broaddus); (5) "Guidelines for Teaching Composition Skills to Dialect Speakers" (W. L. Roach); and (6) "Dialect Differences and the Teaching of Writing" (A. Wilson). (NKA)

ED 286 206 CS 210 817

Hernandez, Ada B.
Increasing Fifth Grade Students' Writing Skills through the Use of Process Writing.
PUB DATE- 87
NOTE- 91p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Grade 5; Holistic Evaluation; Intermediate Grades; Parent Attitudes; Practicums; *Process Education; Student Attitudes; Teaching Methods; Technical Writing; Writing Evaluation; Writing Exercises; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Writing Attitudes

Lack of motivation to complete writing tasks leaves students unable to perform according to grade level expectations or to demonstrate mastery of school district objectives. To address this problem, a practicum involved 30 fifth grade students in a 36-week writing program using the process writing method. The goals of the practicum were as follows: (1) to improve the students' performance by having at least 65% of the students show an improvement in their writing skills scores; (2) to increase the students' interest and enthusiasm toward writing activities; and (3) to increase parent awareness of the effectiveness of process writing in improving students' writing skills. The program entailed encouraging students to write without regard to grammar restrictions and sentence structure, and using a holistic type of evaluation to grade their work. Results indicated that 70% of the students improved their writing scores notably and 80% of the students showed a marked improvement in their confidence and enjoyment of writing. Of the participants' parents, 93% were satisfied with the writing instruction their children were receiving and felt that their children had benefited by participating in the program, and 96% were satisfied with their children's progress using the process writing method after the program was completed. (Twenty-seven references and six appendixes containing questionnaires and evaluative materials are included.) (SKC)

ED 286 233 CS 505 699

Meussling, Vonne
Mirror Your Audience's Attitude: A Global Profile.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Audience Analysis; *Cultural Awareness; Cultural Differences; Cultural Images; Ethnocentrism; Foreign Countries; International Relations; *Life Satisfaction; Life Style; Mass Media; Mass Media Effects; Media Research; Merchandising; Persuasive Discourse; Salesmanship; *Social Values; Values; Well Being
IDENTIFIERS- Advertising Effectiveness; Cultural Sensitivity; Cultural Values

Recent advertising research has suggested that to gain initial entry into and retain continual success with a targeted audience of consumers, it is wise to mirror the attitudes and desires of those consumers. This has proven effective in the United States, where companies such as Chevrolet, Levi Strauss, and Coca-Cola have successfully catered to Americans' desire for life-enhancing, exciting products. The same principle is being undertaken with sales to foreign countries as well, as advertisers try to anticipate what will make a product or service attractive given the culture's values. Advertisers have discovered that many products have global appeal for similar reasons, but that forcing an American attitude on a European or oriental subsidiary without first understanding where the product fits into the physiological, psychological, and emotional lifestyle of the target culture can damage sales. Arab culture was accommodated, for instance, when Polaroid photography was introduced, allowing men to photograph their wives and daughters without the intervention of a stranger in the processing lab. Additionally, the development of a close-working partnership between the company and the prospective consumer increases the likelihood that the audience will accept the product. While more research is needed in the area of attitude and subsequent purchasing behavior, successful marketing of a product depends largely upon a company's understanding of their audience's cultural values and quality of life expectations. (Four pages of references are included.) (JC)

ED 286 246 CS 505 715

Wind in the Willows--Theatre Activity Packet.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 85
NOTE- 34p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cultural Activities; *Cultural Enrichment; Drama; Elementary Secondary Education; Enrichment Activities; Stages (Facilities); Teaching Methods; *Theater Arts; Theaters
IDENTIFIERS- New York City Board of Education; Wind in the Willows

Part of the New York City Board of Education's Early Stages program, and intended for elementary and secondary school teachers who wish to include a unit on theater in their classes, this guide offers suggestions for lessons and activities to accompany viewing a performance of "Wind in the Willows" at the Nederlander Theater. Part one of the guide describes the Early Stages program, which is designed for students in grades 4 through 9, and offers ways and materials to prepare students to see the performance, including information on how students should behave in the theater, how to organize transportation to the theater, and how much supervision is necessary. It also contains a brief history of American theater, and a set of related questions and answers. Part two of the guide offers suggestions for classroom activities and assignments after the performance, including lessons on review-writing, guidelines for classroom theater critics, and a copy of a theater directory. (Appendix A contains a glossary of theater terms, and Appendix B contains a list of resources for the teacher.) (JC)

ED 286 259 EA 019 634

Education in and for a Multicultural Society: Issues and Strategies for Policy Making.

National Advisory and Co-ordinating Committee on Multicultural Education, Canberra (Australia).

REPORT NO.- ISBN-0-642-11629-6
PUB DATE- May 87
NOTE- 72p.
AVAILABLE FROM- The Executive Officer, NACCME, C/-Department of Education, P.O. Box 826, Woden, Australian Capital Territory 2606, Australia.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; *Cultural Pluralism; Educational Objectives; *Educational Policy; Educational Sociology; Elementary Secondary Education; Equal Education; Foreign Countries; Higher Education; *Multicultural Education; *Policy Formation
IDENTIFIERS- *Australia

An examination of the educational principles and aims that should guide the future development of multicultural education in Australia is presented in six chapters. The intention is to set up a national policy framework of broad principles that can be applied throughout the spectrum of education, within strategies appropriate for local needs. Following the introduction, chapter 2 presents a historical overview of developments in multicultural education in Australia with specific attention to the role of the Commonwealth in influencing the growth and direction of multicultural education at the formal school level. This examination of the changing perspectives in multicultural education provides the basis for the more systematic analysis of the nature and scope of multicultural education as well as its domain and rationale presented in chapter 3. Chapter 4 examines the constituent elements of multicultural education, specifically, the issues of equity, understanding, and identity. The concept of "equitable multiculturalism" is explored. Chapter 5 concentrates on issues of the practice of multicultural education in terms of curriculum and school organization. Chapter 6 reviews prospects for the future in the light of the past achievements of multicultural education in Australia and identifies some emerging areas of concern. The three appendices contain a list of abbreviations, 47 references; information, including terms of reference, about the NACCME (National Advisory and Co-Ordinating Committee of Multicultural Education); a list of 12 commissioned background papers, and an executive summary of a review of existing facilities for information exchange in multiculutral education. (MLF)

Osburne, Andrea G.
L1 Writing for ESOL Composition.
PUB DATE- 12 Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Connecticut Teachers of English to Speakers of Other Languages (Meriden, CT, April 12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Classroom Techniques; College Students; Cultural Context; *English (Second Language); Higher Education; Second Language Instruction; *Self Evaluation (Individuals); *Student Attitudes; Surveys; Transfer of Training; Writing (Composition); *Writing Instruction; Writing Processes

An introductory course assignment for writing in English as a second language consists of four steps: (1) in a survey, students assess their own writing skills in both their native language and English; (2) each student interviews two people, one who writes frequently in the student's native language and one who writes frequently in English, about their writing habits and processes, and summarizes the findings; (3) each student writes a composition in his or her native language on an assigned topic, and the work is distributed so the class can compare writing systems and languages; and (4) each student presents the composition orally by paraphrasing, not translating. Class discussion covering the topic, organization, and role of the language used follows. The attention given to existing native language writing skills builds confidence and de-emphasizes the writing process, with which many students from traditional school systems are uncomfortable. It also helps the students get to know each other. (MSE)

ED 286 028 CE 048 328

Selman, James W.
An Articulation Model for Advanced Placement of Students in Technical Colleges.
SPONS. AGENCY- Auburn Univ., Ala. Dept. of Vocational and Adult Education.
PUB DATE- 87
NOTE- 18p.
AVAILABLE FROM- Department of Vocational and Adult Education, Auburn University, Auburn, AL 36849-3501 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); Developmental Continuity; *Educational Planning; *Institutional Cooperation; *Models; Postsecondary Education; Secondary Education; Student Educational Objectives; *Student Placement; Technical Institutes; *Vocational Education

Educators need to alleviate the problems experienced by students in making the transition from one institution and/or program to another. These movements result in unnecessary duplication and use of educational resources and can cause students to lose valuable time, effort, and motivation. To interrelate secondary and postsecondary vocational education programs, a model has been constructed that is comprehensive in nature and designed to serve four specific student groups. The groups are students with secondary training, students with secondary training and work experience, students with only work experience, and students with informal training or undocumented training--in regard to their proposed postsecondary field of study. Subsequent to classification, a three-stage process enables students to receive appropriate placement commensurate with previous experiences. These stages sequentially include screening, testing, and awarding of credit. The articulation process concludes with awarding of credit. Students then have the option to continue with the next course or complete the program. To ensure program quality, all postsecondary students are required to pass an Occupational Competency Test as a certification examination prior to graduation. (YLB)

ED 286 137 CG 020 221

Heald, Jane D.
Families and Aging: Resources for Individuals and Groups.
National Support Center for Families of the Aging, Swarthmore, PA.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); Annotated Bibliographies; *Family Problems; Family Relationship; *Information Sources; *Older Adults
IDENTIFIERS- *Caregivers

This document was originally prepared for participants at a "Helping Families of the Aging" workshop which was held prior to the Professional Symposium of the National Association of Social Workers in November of 1985. This revised and expanded edition contains annotated lists of advice books, personal accounts, group manuals, and periodicals about caregiving. References are annotated under the headings of: (1) Advice for Caregivers: How-To-Do-It Books; (2) Shared Personal Experiences; (3) Periodicals; (4) Local Handbooks--Examples of What Can Be Done; (5) Suggestions for Elders; (6) Manuals, Curricula, and Hints for Group Leaders; (7) Audiovisuals; (8) Information about Private Geriatric Care Management; and (9) Catalogs. Approximately 65 entries are included. (NB)

ED 286 152 CS 008 914

Klenz, Sandra
Creative and Critical Thinking as Common Essential Learnings for Saskatchewan Schools.
Saskatchewan Dept. of Education, Regina.
PUB DATE- Jun 87
NOTE- 140p.; Example 6, chapter 4, contains marginally legible print; portions of Appendix 3 contain small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Brain Hemisphere Functions; Cognitive Processes; *Creative Thinking; *Critical Thinking; *Curriculum Development; *Curriculum Enrichment; Curriculum Guides; Educational Objectives; Elementary Secondary Education; Foreign Countries
IDENTIFIERS- *Saskatchewan

Based on the central position of creative and critical thinking as essential learnings common to all areas of study in the Saskatchewan (Canada) schools, this document introduces a theoretical view of creative and critical thought and shows how it can be incorporated into all levels of education. The document begins with an executive summary that contains a list of recommendations for incorporating creative and critical thinking into elementary and secondary curricula. Chapter 1 is introductory, and establishes a theoretical base for the paper, relating education and intelligence, and creativity and critical thinking, and arguing that commercially developed "thinking" programs are incompatible with the educational goals of the Saskatchewan schools and with the position advocated by this paper. The second chapter examines critical thinking for its unique aspects and implications for curriculum and pedagogy. It provides justification for focusing upon critical thinking in schools, listing necessary and sufficient conditions of critical thinking, and outlining essential pedagogy.
Creative thinking is the topic of the third chapter, and the creative left and right brain, the life-long process of creation, and developmental theory and educational practice are examined. The fourth chapter presents a summary and recommendations (with examples from curriculum guides and texts) including general recommendations for curriculum development, ideas for curriculum revision in the core subjects, recommendations for Saskatchewan administrators, and a discussion of possibilities for curriculum revision in the scope and sequence of creative and critical processes. References and three appendixes containing excerpts from relevant texts conclude the document. (SKC)

ED 286 165 CS 008 934

Thompson, *Mark E.*

What Happens When Readers Do Not Read? The Problem of Reluctant Readers.

PUB DATE- 9 Oct 87
NOTE- 27p.; Paper presented at the Annual Meeting of the North Central Reading Association (30th, Notre Dame, IN, October 8-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Literacy; Reading Aloud to Others; *Reading Attitudes; *Reading Habits; *Reading Interests; Reading Research; Reading Skills; Reading Strategies; *Recreational Reading
IDENTIFIERS- Reading Anxiety; *Reading Motivation; Reading Uses; *Reluctant Readers

Noting that what becomes of reluctant readers should be of great concern to a nation that advocates education and has traditionally been committed to principles of the higher order, this paper identifies the characteristics of reluctant or unmotivated readers and discusses what happens to them. Following background reflection on the limits people who can read but choose not to set upon themselves and their community, the introductory section of the paper presents a review of scholarly literature dealing with the problem of the reluctant reader, emphasizing articles on such topics as literacy, reading habits of the American public, and reading motivation. The next section of the paper discusses characteristics of the reluctant reader, including lack of interest in or anxiety about reading, and recommends strategies to applying early in a child's reading development, including reading aloud to children and searching out materials that are interesting to young readers. What happens to reluctant readers is examined in the next section of the paper, with particular focus on George Steiner's theory that power in the United States will ultimately belong to the alliterate. The paper concludes with a summary linking the American educational system with social conditions and posits the belief that understanding and acquiring a value for reading is as important a factor in the furtherance of literacy as is teaching illiterate adults basic reading skills. (NKA)

ED 286 285 EA 019 687

Indicators of Future School Enrollments.
Educational Research Service, Arlington, Va.
PUB DATE- 87
NOTE- 77p.
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 219-21742; $26.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Birth Rate; Census Figures; Contraception; Elementary Secondary Education; *Enrollment Projections; *Enrollment Trends; Ethnic Distribution; Futures (of Society); High School Graduates; *Population Trends; Racial Distribution; *School Demography; Undocumented Immigrants
IDENTIFIERS- *Immigration

Data collected by United States government agencies, plus private health and demographic organizations, are assembled to provide reliable information regarding trends and projections of births, migration, and other indicators of school enrollment. The report, intended for educational planners, provides an overview of future school enrollment trends, and, wherever possible, the latest data available for specific states and regions, as well as age, ethnic, and demographic groups. Four pages of research highlights precede the following sections: (1) enrollment trends and projections; (2) school-age population trends and projections; (3) state populations; (4) immigration; (5) births and fertility; and (6) student population in the year 2000 A.D. Among the research highlights are predictions that, between 1987 and 1992, public K-8 enrollment will increase by 10 percent, and grades 9-12 enrollment will decrease by 7 percent; and by the year 2000 approximately 25 percent of school-age children will come from economically disadvantaged backgrounds. Twelve figures are dispersed in the text, and the appendix, almost half of the report, contains 35 detailed tables. Appended are 35 references. (MLF).

ED 286 300 EC 200 478

Chapman, James W.; McAlpine, Donald D.
Academic Self-Concept of Gifted and Average Achieving Students: A Two Year Study.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Gifted; Intermediate Grades; *Self Concept

The study is described which compared school-related self-perceptions of ability of 29 gifted and 71 average-achieving intermediate students over a 2-year period. The Student's Perception of Ability Scale was administered at the beginning and end of grade 6 and at the end of grade 7. The scale contains six subscales: perception of general ability, perception of arithmetic ability, general school satisfaction, perception of reading and spelling ability, perception of penmanship and neatness, and confidence in academic ability. Significant group effects were found for the full scale and for all subscales except school satisfaction and penmanship/neatness. A virtual lack of significant group by time interaction effects indicated relative stability in self-perceptions of ability over the 2-year period for both groups. (Author/CL)

ED 285 976 CE 048 045

Kruger, C. J. H.; Vermaak, D.
Non-Formal Education in the Developing States in the South African Context. Part II. Non-Formal Education in Ciskei.
University of the Orange Free State, Bloemfontein (South Africa).
REPORT NO.- ISBN-0-86886-297-5
PUB DATE- Jun 86
NOTE- 58p.; Translated from Afrikaans.
AVAILABLE FROM- Research Institute for Education Planning, University of the Orange Free State, P.O. Box 339, Bloemfontein 9300, South Africa (4,50 Rand).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Basic Skills; *Developing Nations; Educational History; Foreign Countries; *Nonformal Education; Postsecondary Education; *Program Improvement; *Rural Development; Rural Education; Transitional Programs
IDENTIFIERS- Africa (South); *Ciskei

Intsika Yesizwe, an institution intended to help early school leavers acquire the skills needed to compete successfully in the job market, was founded in Ciskei in 1981 to deal with the problem of large numbers of pupils leaving school at an early age. Intsika Yesizwe was founded under the supervision of the Ciskei Special Forces, and in 1983 control of the institution was transferred to the Ciskeian Department of Education. A full-scale research project aimed at reorganizing Intsika Yesizwe was undertaken in 1985. The research project involved site visits to Intsika Yesizwe and interviews with ministers, senior officials and government departments concerned with education and rural development, and leaders of rural communities in Ciskei. It was decided that Intsika Yesizwe should retain its emphasis on the basic skills rather than on job-specific skills training (which is available through Department of Manpower Utilisation-sponsored training programs). It was also decided that the Intsika Yesizwe agricultural training program should continue to have two separate components--a garden project and farming activities--and should require a period of practical work in the community. Leadership training and the identification of potential community leaders were seen as two important concerns of Intsika Yesizwe, and it was determined that its instructors should not only concern themselves with developing leadership potential in their subject areas but in community and cultural spheres as well. It was decided to retain the Intsika Yesizwe course for girls, provide staff development activities for instructors, and establish a board to control the institution's program. (MN)

ED 285 989 CE 048 216

A Career Planning/Readiness Program for Single Parents and Homemakers. Final Report, from July 1, 1986 to June 30, 1987.

Pinellas Vocational Technical Inst., Clearwater, FL.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 52p.; Project No. DVE-520-15170-7-2D09.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; Career Counseling; *Career Planning; *Displaced Homemakers; Employment Programs; Job Training; Mothers; Nontraditional Occupations; *One Parent Family; Postsecondary Education; *Program Development; Services; *Social Support Groups; *Vocational Education; Womens Education

In April 1986, Pinellas Vocational Technical Institute (Florida) began to develop a Career Planning/Readiness Program for Single Parents and Homemakers. The program is designed to provide these persons with school-based, individualized assistance in developing realistic career and training goals and life and employability skills and with counseling support to increase their chances for successful completion of training. Initially, the program focused on providing single parents and homemakers with counseling support and career planning assistance; however, arrangements were later made to meet the needs of participants for temporary support services such as child care, transportation, tuition, tutoring, and books and tools. As of June 30, 1986, 120 single parents and homemakers had received services through the program, and 66 students had enrolled in training. (This number exceeds the original goal of 40 single parents and homemakers.) Two students had completed training and been placed in jobs related to their fields of study. Forty single parents and homemakers received comprehensive career planning services to assist in the development of realistic vocational goals, particularly in nontraditional and high wage/placement careers. Initial evidence indicated that the services provided to single parents and homemakers through the program significantly increased their ability to continue in training. Approximately 83 percent of the single parents and homemakers who enrolled in training have remained and are achieving satisfactory progress. (Author/KC)

Harmon, Hobart L.
Teaching and Serving Adults through Vocational-Technical Education.
PUB DATE- Sep 87
NOTE- 31p.; Paper presented at the Adult Coordinators' Conference (Oak Hill, WV, September 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Learning; Adult Literacy; *Adult Students; *Adult Vocational Education; *Andragogy; Educational Needs; Employer Attitudes; Labor Needs; *Marketing; Postsecondary Education; Public Relations; Student Motivation; *Student Recruitment; Technical Education
IDENTIFIERS- West Virginia

This paper presents an overview of the need for adult education, surveys the theory behind adult education, discusses the reasons why adults do not participate in adult education, and outlines marketing strategies that may induce adults to participate in greater numbers. The first part of the paper cites the need for educational reform, noting that many workers are untrained for the jobs that society has to offer and that millions of illiterate students are graduating from high school. It is suggested that adult education is more important than ever for these students as well as for those bright students who obtain college degrees but find little opportunity for jobs. In the next section of the paper, adult education theory is reviewed, particularly the ideas of Malcolm Knowles, and eight principles of adult learning are listed. Following this review is an examination of the reasons why adults participate in adult education and the factors (situational, institutional, and dispositional) that prevent them from participating. Finally, it is suggested that adult education providers should do market research in order to determine the needs of their potential clients and set up programs that serve those needs. Various types of recruitment strategies are examined and listed both in order of effectiveness and in order of use. The paper concludes with some questions about adult education in West Virginia and reasons why adult education is very much needed to help people improve their lives. (KC)

Pelsma, Dennis M.; And Others
The Quality of Teacher Work Life Survey: A Preliminary Report on a Measure of Teacher Stress and Job Satisfaction and the Implications for School Counselors.
PUB DATE- 23 Apr 87
NOTE- 40p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Job Satisfaction; *Quality of Working Life; School Counselors; *Stress Variables; *Teacher Attitudes; *Teachers; Well Being
IDENTIFIERS- *Quality of Teacher Work Life Survey

The measurement of job-related stress and job satisfaction in teaching is important for both the present and future well-being of teachers. This study investigated the psychometric characteristics of the Quality of Teacher Work Life Survey (QTWL) and examined which factors can be addressed by the school counselor in working to improve teacher well-being. The QTWL Survey was completed by 251 teachers who rated their present degree of satisfaction and the degree of stress experienced in each of 36 job-related areas, such as salaries, time for preparation, relationships with parents, and student interest. The results suggest that job satisfaction and job stress for teachers are multidimensional rather than unidimensional in nature. Job satisfaction and job stress, as measured by the QTWL, appeared to be strongly related. Overall job satisfaction and job stress for the teachers surveyed did not appear to be significantly related to most demographic variables. A slight but significant relationship may exist between satisfaction and educational level and between age and stress. Although further validation is needed, the QTWL holds promise as a measure of job satisfaction and job stress in teachers and as a diagnostic tool to help school counselors to focus staff development efforts to meet the specific needs of their teachers. (One figure and 13 tables are included.) (NB)

ED 286 123 CG 020 206

State Plan for the Prevention of Child Abuse and Neglect.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Nov 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; *Child Abuse; *Child Neglect; Children; *Prevention; *Program Development; *State Legislation; *State Programs
IDENTIFIERS- *North Carolina

This document provides the state of North Carolina with a blueprint for program development, training, and research in the area of child abuse prevention intended to strengthen community programs and families statewide. The problem of child abuse is presented in the first section of the report. The next section identifies barriers which may be significant factors in the implementation of a comprehensive child abuse prevention program. Lack of coordination by service providers, lack of training in the area of child abuse and neglect among professionals who work with children, family life education in the schools, teacher preparation for teaching family life education, availability of affordable day care, inadequate public/private collaboration, public awareness of child abuse, and attitudes toward discipline are considered. The major part of the report concentrates on five priority areas for North Carolina in the prevention of child abuse identified by the State Board of Education. Separate sections are included on each of the five priorities: (1) prevention programs; (2) training and education; (3) interagency cooperation and public-private collaboration; (4) evaluation and research; and (5) public awareness. Recommendations for legislative and administrative action are included and a list of references and resources is provided. (NB)

ED 286 220 CS 505 674

Angelo, Faye; Pickett, Nell Ann
Teachers of Technical Communication in Two-Year Colleges: A Status Report.
PUB DATE- 87
NOTE- 41p.; This research was partially funded by a grant from the Southeastern Conference on English in the Two-Year College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Research; Faculty Evaluation; Part Time Faculty; Personnel Data; *Profiles; School Surveys; Statistical Analysis; Statistical Data; *Teacher Characteristics; Teacher Qualifications; Teaching Conditions; *Technical Writing; *Two Year Colleges
IDENTIFIERS- *Technical Communication

A study focused on technical communication teachers in two-year institutions nationwide, expanding a previous study (1984-85) concerning the teaching of technical communication in two-year colleges. "Contact persons" at 100 colleges randomly selected from a list of 565 extracted from the previous study, completed a questionnaire and distributed questionnaires to all persons (including part-time faculty) who teach technical communication in their college. Results indicated that the composite technical communication teacher in a two-year college (1) teaches in an institution with a semester, rank, and tenure system; (2) is likely to be a tenured associate or full professor and teaching full time; (3) has undergraduate and graduate degrees in English; (4) earns $24,500; (5) is middle-aged; (6) is as likely to be female as male; and (7) is Caucasian. Findings also show that these teachers earn considerably lower salaries than their colleagues in other disciplines, and have extensive classroom experience and heavy work loads. They view experience in the workplace as helpful in teaching, but participate infrequently in professional application of technical communication (publishing, editing, consulting, or giving presentations), though they participate frequently in informal development activities. The ranks of technical communication teachers include extremely qualified part-time teachers, and overall they seem to be hard-working, dedicated persons committed to the teaching of technical communication. (Fifteen tables of data, references, and a sample questionnaire are appended.) (NKA)

ED 286 317 EC 200 496

Romich, Barry A.; Vagnini, Carol B.
Integrating Communication, Computer Access, Environmental Control & Mobility.
PUB DATE- 85
NOTE- 9p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accessibility (for Disabled); Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Computers; Daily Living Skills; Electromechanical Aids; *Expressive Language; *Physical Disabilities; *Severe Disabilities; Technological Advancement; *Technology

Severely physically disabled people can be helped to reach their goals in educational, vocational, and personal pursuits through appropriate use of current technology. The expressive communication needs of people without functional speech can be met through an analysis of selection techniques, processing, and outputs. Examples of new systems include Minspeak, an approach which uses normal language processes. Alternatives for providing computer access include a portable battery powered device mounted on a wheelchair or a system using head movement to make selections on a keyboard matrix. Persons with severe physical limitations can operate electrical devices in their environment through a system using a microcomputer, peripheral hardware, and an appropriate program. An area of great need is the integration of communication, computer access, and environmental control with mobility. One such system under development features commercially available components, including an optical headpointer, a joystick simulator, and a wireless data telemetry system. (CL)

ED 286 335 EC 200 515

Shaver, James P.; And Others
The Methodology and Outcomes of Research on Modifying Attitudes Toward Persons with Disabilities: A Comprehensive, Systematic Review.
PUB DATE- Apr 87
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Table 1 contains marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attitude Change; *Data Analysis; *Disabilities; Effect Size; *Meta Analysis; Outcomes of Treatment; *Research Methodology

Meta-analysis was used to conduct an integrative review of the research on modifying attitudes toward persons with disabilities. Prior reviews, using small samples and lacking systematic data collection and analysis, were unable to draw firm conclusions about the effectiveness of attitude modification techniques. In the hope of correcting these deficiencies, an exhaustive search of all English-language research reports in the United States and Canada was undertaken that identified 667 potentially relevant items. Screening for relevance and adequacy of information reduced the accessible population for the integrative review to 273 reports describing a total of 644 treatment groups. A coding instrument containing some 162 categories was used . Data analysis is detailed for the following: inter-rater reliability, global quality indicators, specific validity threats, measurement concerns, study populations and samples, replications, qualification of results, treatment outcomes, comparison of experimental treatments, treatment variability, and concomitant variables. The major conclusion was that clear-cut indications of the overall efficiency of techniques for modifying attitudes toward disabled persons or of reliable differences in efficacy were not found. (DB)

ED 286 056 CE 048 387

Hall, William, Ed.; And Others
Teaching in a TAFE College.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-114-8
PUB DATE- 87
NOTE- 259p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria, 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; *Classroom Techniques; *College Instruction; Course Content; *Course Evaluation; Educational Resources; Foreign Countries; Group Instruction; Higher Education; Individualized Instruction; *Instructional Development; Instructional Materials; Problem Solving; *Student Evaluation; Teacher Improvement; Teaching Guides; *Teaching Methods
IDENTIFIERS- Australia; TAFE (Australia)

This book is intended for beginning and experienced Technical and Further Education (TAFE) teachers who want to develop new teaching skills or refresh their existing skills. It covers the following topics: the teaching context (colleges, teachers, courses, students, and student motivation); the teaching process (the teacher as a professional, a model of the teaching process, and components of the teaching process); procedures in writing and using objectives (types of instructional objectives and their use in TAFE and the qualities and importance of objectives in teaching); steps in planning teaching (establishing lesson objectives, researching lesson material, selecting a teaching method, writing a lesson plan, and preparing aids and resources); procedures in organizing content (sequencing and formatting units of work); techniques for use in meeting the first class; teaching large and small groups; the importance of questioning as a teaching technique; procedures for teaching individuals (supervising individual students and using individualized learning programs); steps in teaching practical skills; instructional aids (selection principles and common considerations, the most common instructional aids, and computer-assisted instruction); background resources; assessment of student achievement; procedures for solving concerns of students and teachers; course evaluation; and principles of learning and teaching. (MN)

Krivacska, James J.
The School Psychologist and Program Development of Disaffected/Disruptive Students.
PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary Secondary Education; *Intervention; *Needs Assessment; *Program Development; School Personnel; *School Psychologists; *Student Problems

Increased concern has been directed toward students who have been identified as disaffected or alienated and who are not responding to the traditional school program. These students are not usually classifiable as educationally handicapped. A system-wide programmatic approach to deal with disaffected and disruptive students in a manner that allows the school psychologist to make optimal use of his time and to maximize staff involvement was developed. A needs assessment plan was formulated which included accessing data on achievement test scores; attendance; suspension and detention; requests for parental conferences; discipline referrals; excessive sickness; and a rating of students by teachers as functioning adequately, showing disaffected or disruptive behavior, and/or already deemed classifiable or warranting referral for evaluation. The needs assessment revealed that the number of students identified as disaffected or disruptive increased from kindergarten to 12th grade. Several possible programs were selected based on which would have the greatest potential for having an impact. These included: (1) a teacher-student mentor program; (2) a group session with teacher-student pairs; (3) an intensive intervention program for at-risk students; (4) self-awareness and exploration of feelings curriculum modules; and (5) teacher inservice. Building level committees screened students for intervention and followed up on their recommendations. The program was flexible, allowed for gradual implementation, and utilized a variety of staff members. However, it encountered staff resistance from those who feared another "faddish" program. (ABL)

ED 286 138 CG 020 222

Richert, Alphons J.

Measurement of Client Preferences for Therapist Behavior.

PUB DATE- May 87
NOTE- 38p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); *Counselor Characteristics; Counselor Client Relationship; *Counselor Evaluation; *Counselor Role; *Psychotherapy; *Role Perception

While past research has found conflicting results on the place for client role preferences in psychotherapy, none of this research has examined the client role preferences in an actual client population seeking outpatient therapy. This study involved the development of a measure of client role preferences which attempted to survey a wider range of therapist traits and behaviors than has been typical in previous work and which was specifically designed for use in outpatient treatment settings. The Role Preference Inventory, a 74-item checklist of client role preferences in the areas of therapist characteristics, therapist activities, and client activities, was administered to clients seeking treatment at a university psychology clinic, a community mental health center in a small community, and a community mental health center in a larger urban area. Data were collected for one year at the mental health centers and for over 2 years at the psychology clinic. Results from 170 subjects suggest that it is possible to identify and measure distinct dimensions of client role preferences. Concern, support, expertise, problem resolution, and separateness or distance between the client and therapist all appeared to be general dimensions central to the clients' perceptions of therapists. A five cluster solution from the K-Means analysis data was selected as offering the best combination of statistical discrimination among groups and potential clinical meaningfulness of the groups. (NB)

ED 286 207 CS 210 819

Buckley, William K.
A Note on the Rise of the Corporate Mind in Composition Teaching. Revised.

PUB DATE- May 86
NOTE- 10p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 11-16, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Critical Thinking; Curriculum Development; Curriculum Evaluation; Economic Factors; Educational Objectives; *English Instruction; *Fused Curriculum; Higher Education; Literacy; *Literature; Reading Material Selection; Reading Writing Relationship; Service Occupations; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Technological Demands

Renewing some previous considerations on the "manufactured" split between literature and composition instruction that is currently dividing many professionals in higher education today, this paper discusses the economic and political reasons for the initial separation of composition and literature in the classroom. The paper argues that to help make graduates more employable in the face of the rise of service industries, the university abandoned literature study for a more skills-oriented approach to English and writing instruction. Following a review of the literature for and against the skills-oriented classroom, the paper argues for the imparting of new skills such as critical thinking, in addition to the basic skills now being taught in composition classes. The paper then presents the following suggestions for improving the composition classroom: (1) bring literature back into the composition classroom; (2) use a reader that offers complex ideas in composition classes; (3) emphasize the argument paper; (4) help students feel the "slow pace" of critical thought; and (5) look critically at how economies are structuring society. (NKA)

ED 286 272 EA 019 662

Teddlie, Charles; And Others
Contextual Differences in Effective Schooling in Louisiana.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; Elementary Education; *Middle Class; Regression (Statistics); *School Effectiveness; *Social Class; *Socioeconomic Status
IDENTIFIERS- *Effective Schools Research; *Louisiana

Now that the school effectiveness field is maturing, more refined and contextually sensitive observations about schools are possible. This paper focuses on socioeconomic status (SES) as one social context variable demonstrating substantial predictive power in numerous school improvement studies. Instead of viewing middle class behavior as superior and lower class behavior as deficient, this paper explores how human variation may be exploited for the enrichment of all members of society. To this end, data from third-grade classes in 12 urban, suburban, and rural Louisiana school randomly selected districts were gathered during the 1982-83 school year, and six groups of schools were identified: (1) middle-SES effective schools, (2) middle-SES typical schools, (3) middle-SES ineffective schools, (4) low-SES effective schools, (5) low-SES typical schools, and (6) low-SES ineffective schools. In one stage of this study, nine matched pairs of schools selected by regression techniques were examined. While findings disclosed definite similarities between effective middle- and low-SES schools, interesting dissimilarities were also revealed. Compared to their middle-SES counterparts, low-SES effective schools emphasize present expectations; offer more external rewards; hire initiator--instead of manager-principals; buffer schools from negative community influences when more positive outreach fails; hire younger, more idealistic teachers; and concentrate on basic skills. Included are 3 tables and 13 references. (MLH)

ED 286 352 FL 016 819

Ramirez, J. David; And Others
Description of Immersion Strategy Programs in the United States.
SRA Technologies, Inc., Arlington, VA.

PUB DATE- Mar 85
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education Programs; Educational Strategies; *English (Second Language); *Federal Programs; *Immersion Programs; Limited English Speaking; *Program Administration; Program Descriptions; *Program Design; *Second Language Programs

Existing programs using language immersion strategies for teaching language-minority children in the United States are described. In those programs, instruction is conducted in English at a level understood by the limited-English-speaking students, the teacher is bilingual in the non-English home language, the teacher generally speaks only in English, and the curriculum is structured so that prior knowledge of English is not assumed as subject areas are taught. The report includes background on the development of immersion programs in the context of bilingual education, an outline of four methods of English instruction for language-minority children, a discussion of the Canadian experience with immersion instruction, information about the methodology of the current survey, the characteristics of sites selected for the study, and individual program descriptions. (MSE)

ED 286 003 CE 048 280

Crawley, Brenda; Dancy, Joseph, Jr.
Mature/Older Job Seeker's Guide.
National Council on the Aging, Inc., Washington, D.C.
PUB DATE- 84
NOTE- 131p.
AVAILABLE FROM- National Council on the Aging, Inc., Publications Department, P.O. Box 7227, Ben Franklin Station, Washington, DC 20044 (Order No. 351-ER--$6.00 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; *Employment Interviews; Employment Potential; *Job Application; *Job Search Methods; Job Skills; *Middle Aged Adults; Midlife Transitions; *Resumes (Personal); *Self Evaluation (Individuals)

This guide provides information and exercises geared to the realities of the mature/older person's job search needs. The order of this guide follows the usual steps in job hunting: work life review, skills assessment, applications, where to look for work, how to look for work (resumes, job letters), references, job interview (pre-interview stage, interview stage, post-interview stage), job-keeping skills for mature and older workers, and the continuing contribution log. The job seeker is encouraged to work through these exercises, which include a self-assessment and skill assessment to determine a job choice, development of tools to help in the job hunt (resume, job letters), sample interview questions, and a motivation and evaluation checklist of each interview. Informative materials help the job seeker understand the process and complete the exercises. (YLB)

ED 286 016 CE 048 299

Knadler, Gary F.; And Others
Physical Fitness Programs in the Workplace. WBGH Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- 87
NOTE- 55p.; For related documents, see CE 048 292-305.
AVAILABLE FROM- Prevention Leadership Forum, Washington Business Group on Health, 229 1/2 Pennsylvania Avenue, SE, Washington, DC 20003 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Corporate Education; Cost Effectiveness; *Employee Assistance Programs; Employer Employee Relationship; Employment Practices; Exercise; Facility Guidelines; Futures (of Society); Health Facilities; Health Needs; *Health Programs; Heart Disorders; Labor Legislation; Personnel Policy; *Physical Fitness; *Program Development; *Well Being
IDENTIFIERS- *Wellness Programs

Because sedentary living creates health consequences that ultimately affect employees' productivity, many companies are sponsoring worksite physical fitness programs for their employees. The cost-effectiveness of such programs and the resulting reduction in employees' absenteeism rates and medical and health care costs have been well documented. In addition, many states either already have or are in the process of passing legislation offering incentives for employer-sponsored physical fitness programs. Companies desiring to develop their own worksite physical fitness programs need to recognize the need for screening procedures to determine employees' coronary risk factors and exercise tolerance levels. Staff selection, adequate liability protection, and the need for program evaluation are other important issues to consider. Company-sponsored worksite physical fitness programs vary widely from the standpoint of available facilities, activities offered, target audience, participation rates, cost to employees, and incentives for participation. In the past, most worksite physical fitness programs concentrated almost exclusively on programs for top executives and on exercise and physical fitness; as the cost-effectiveness of keeping employees physically fit become better known, however, more companies are making their programs available to more of their employees and are combining exercise and with other self-help programs. (Thirty examples of companies offering worksite physical fitness programs are included in this document.) (MN)

ED 286 029 CE 048 331

Athanasou, James A.; Cooksey, Ray W.

Relationship between Self-Estimates of Vocational Interests and Inventory Scores.

PUB DATE- Aug 86
NOTE- 63p.; Paper presented at the Annual Conference of the Australian Psychological Society (22nd, Canberra, Australia, August 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Career Development; Career Guidance; Foreign Countries; *Occupational Aspiration; *Occupational Tests; Postsecondary Education; *Research Methodology; Scores; Secondary Education; *Self Evaluation (Individuals); Vocational Education; *Vocational Evaluation; *Vocational Interests

Self-estimates of vocational interests have been the subject of research since 1941, but there has not been a previous review or meta-analysis. Thirty-three articles relating to self-evaluation of vocational interests were located through manual and computer searches of the psychological literature. The median values of 24 rank correlations derived from 11 idiographic studies ranged from 0.12 to 0.77. There was considerable variation in the individual's ability to estimate his/her own interests. Nomothetic studies using univariate statistics other than the product-moment correlation were considered as a discrete group. A meta-analysis procedure was used with 13 separate nomothetic studies (N= 3336) reporting 309 product-moment correlations. Correlations ranged from -0.05 to 0.89 with a mean of 0.48, and around 99 percent were positive. Based on the Schmidt-Hunter formulas, 13.1 of the observed variance was accounted for by reference to the expected variance. It was concluded that there were true differences in effect sizes across studies. Results indicated significant differences in the correlations depending on which inventory was used, but they did not support any proposed influence of vocational interest areas. (Author)

ED 286 068 CE 048 411

Holzman, Michael, Ed.; Connolly, Olga, Ed.
Workplace Literacy. Essays from the Model Literacy Project.
California Conservation Corps. Sacramento.; University of Southern California, Los Angeles.
PUB DATE- 86
NOTE- 374p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Illiteracy; Literacy; *Literacy Education; *Minority Groups; Second Language Learning; *State Agencies; *Young Adults
IDENTIFIERS- California; *California Conservation Corps

The 20 essays in this collection are based on a project undertaken by the California Conservation Corps (CCC) and the Model Literacy Project in 1983-85. (The goal of the project was to institute changes within the CCC to enhance the literacy of corpsmembers.) Essays describe innovative approaches to literacy education, analyze bureaucratic structures, and describe the projects undertaken. The essays are "Teaching is Remembering" (Michael Holzman); "The 'Me' Series" (Olga Connolly); "Reading Exposure and the Development of Literacy" (Steve Krashen); "Hooked on Books in the CCC" (Betty Bamberg); "Interviews for Literacy" (Larry Wayman); "Literacy as a Catalyst for Second Language Acquisition" (Judith Rodby); "Theater as a Literacy Environment" (Michele Weathers); "Special Cases" (Irene Clark); "Tutoring Alphabetic Illiterates" (Lee Leeson); "Trivial Pursuit" (Elspeth Stuckey); "Literacy Journal" (Douglas Cazort); "Literacy in the Kitchen" (Sid Sondergard); "Allentown II" (DeDe Gallow); "The U.S.C. Literacy Spike: May 1984" (Elspeth Stuckey); "Epistemology of the Oppressed" (Emily Hicks); "An Account of the Initial Phase of the MLP" (DeDe Gallow); "Teacher as Homeboy--A British View of the Model Literacy Program" (Jane Mackillop); "Talk, Cross-Talk, and Adult Literacy" (Lee Leeson); "Critical Review of Literacy Campaign" (Frank Gaik); and "In Conclusion: Creating Literacy Environments" (Michael Holzman). (YLB)

ED 286 081 CG 020 164

Clark, Reginald M.
Guidance and Counseling in Urban Schools: Reform Issues for Policy Makers and Program Planners.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Change; *Counselor Role; Counselor Teacher Cooperation; Elementary Secondary Education; Program Development; *School Counseling; *School Counselors; *School Guidance; *School Policy; Student Needs; *Urban Schools

The role and function of the school counselor in the school instructional process has been infrequently examined in the recent "school reform" movement. Many of a counselor's duties may center around recordkeeping and evaluation activities. Changes in the instructional and curriculum functions of the school guidance counselor are needed. Planners of the school instructional program must involve the counselor in assessment, diagnosis, and recommendation tasks that assist teachers in working with parents on learning activity plans to ensure students' engagement in the learning process in both school and non-school settings. An effective school reform program must establish policies that encourage use of the guidance counselor as an instructional resource for teachers, parents, and students. This can be done in at least three ways: (1) counselors must become more involved in intervention-based guidance and counseling activities from the earliest school stages; (2) school districts must take steps to establish a major and broad role for the guidance counselors which makes them monitors of student progress and coordinators of a comprehensive and systematic guidance plan for students; and (3) districts must invest money in training and preparing guidance counselors and other resource people to take a more central role in the school instuctional program. (Author/NB)

ED 286 180 CS 210 757

Thompson, Isabelle K.; And Others

Writing Instruction in Colleges and Universities: A Survey from 1975-76 to 1985-86.

PUB DATE- 87
NOTE- 20p.; Survey funded in part by a grant from Auburn University and by the English Department of Auburn University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College English; Course Content; *Courses; Creative Writing; Curriculum Development; *English Departments; Enrollment Trends; Freshman Composition; Graduate Study; Higher Education; Undergraduate Study; *Writing Instruction; Writing Research

A study examined the types of writing courses currently offered by English departments at major universities, how they have changed over the last 10 years, and whether enrollments have increased or decreased during that period. The English departments at 198 institutions with graduate programs were surveyed; 105 usable responses were received (a 53% response rate). Results indicated that courses in creative writing, composition theory and rhetoric, and writing instruction were the most pervasive courses at the graduate level, with business and technical writing not likely to be available at that level. The required "service" writing courses along with the creative writing and advanced composition courses are the most pervasive courses at the undergraduate level. Freshman composition is almost universal. Even without freshman composition, writing courses are generally more available at the undergraduate level than at the graduate level, with the size of the institution determining the number of offerings. On average, 1.7 of the 2.3 graduate courses are new since 1975, and 3.9 of the 11 undergraduate courses are new. On average also, enrollments in writing courses have increased dramatically in the last 10 years while enrollments in literature courses have remained stable. Results suggest that within the past 10 years, writing instruction has expanded in both variety and size in colleges and universities. (References are attached.) (HTH)

ED 286 194 CS 210 801

Lamb, Hilary
Student Performance across the Domain of School Writing.
PUB DATE- Apr 87

NOTE- 16p.; Paper presented at the Symposium on IEA Study of Written Composition at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For a related document, see CS 210 802.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Essays; *Expository Writing; Foreign Countries; Letters (Correspondence); Personal Narratives; Persuasive Discourse; Secondary Education; *Student Evaluation; Writing Difficulties; *Writing Evaluation; *Writing Skills
IDENTIFIERS- International Evaluation Education Achievement; *New Zealand; Reflective Writing; Student Performances; Writing Patterns; *Writing Tasks

Students in New Zealand and several other countries were tested in writing skills near the end of their formal (secondary) education, as part of the International Evaluation of Educational Achievement (IEA) tests. Among the categories tested were functional letter writing and narrative, persuasive, and reflective essay writing. New Zealand student performances over all the functional letter tasks demonstrated that the highest scoring responses showed considerable written language skills. In the narrative essay tasks, the competent writers were characterized by control of narrative form and style, ability to generate and select appropriate content, successful handling of chronology, awareness of the reader, and understanding that one purpose of this task was to entertain. Students who drew on personal experiences produced lively, fresh essays. The argumentative essay task asked the writers to organize material systematically, and in this task less able writers sometimes penalized themselves by selecting subjects with limited breadth of content. The most academic task, the reflective essay, suggested that not many students possessed the maturity of reasoning or broad general knowledge necessary to distance themselves from strident argument or personal anecdote. Scores showed that student writing performance varied substantially across each dimension depending on the student's familiarity with the task. Accuracy in the mechanics of spelling and writing were also task specific and linked to student confidence in responding to each task. (An inter-task correlation table and references are appended.) (NKA)

ED 286 234 CS 505 700

Zimmermann, Stephanie; Seibert, Joy Hart

God's Line Is Never Busy: Stories and Metaphors in Two Southern Appalachian Churches.

PUB DATE- Nov 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Document uses small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Comparative Analysis; Content Analysis; Language Usage; *Metaphors; *Organizational Communication; *Religion; Religious Differences; *Storytelling
IDENTIFIERS- Appalachia (South); Church of God; Organizational Culture; Southern Baptists

Noting that one way to tap into organizational life involves examining the symbolic discourse occurring in the context, a study examined stories and metaphors, forms of symbolic discourse, in two Christian denominations in Southern Appalachia. Transcriptions from audiotapes of sermons and lay talks (e.g., Sunday School lessons) from Church of God and from Southern Baptist congregations in five counties were drawn from a larger data set in the Southern Appalachian Studies, collected in the late 1950s. These materials were analyzed for content. Findings revealed similarities and differences between the two organizations, and showed that stories and metaphors served to highlight themes consistent with organizational values in each church. Corresponding recurrent themes centered on three main areas: the Trinity, the individual, and the process of salvation, but differing thematic emphases underscored the fundamental differences in the belief structures of the two denominations. A total of 35 stories were identified. In both churches, biblical stories were employed the most, followed by collegial and then personal stories. Southern Baptists used stories more frequently than those in the Church of God, and used these stories to underscore a greater range of themes. Differences were notable in both the quantity and quality of the thematic contents. The study demonstrates the value of examining religious institutions as organizational cultures, and the utility of qualitative methods of examining churches. It has delineated the fundamental qualities of each organization, challenging the stereotypes usually associated with religion of the Appalachian region. (HTH)

ED 286 247 CS 505 716

Dance Theatre of Harlem--Theater Activity Packet.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 85
NOTE- 60p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiences; Black Achievement; Blacks; Class Activities; *Cultural Activities; *Cultural Education; *Cultural Opportunities; Curriculum Enrichment; *Dance; Elementary Secondary Education; *Enrichment Activities; Social Behavior; Teaching Guides; Theater Arts
IDENTIFIERS- Audience Education; Audience Response; *Communication Arts; Critical Viewing; *Dance Companies; New York City Board of Education; Rehearsal

Intended to complement the New York City communication arts curriculum, this packet introduces young students, guided by the classroom teacher, to a dress rehearsal performance of the Dance Theatre of Harlem ballet company. The packet is one of a series in the "Early Stages" program, a joint effort of the Mayor's Office of Film, Theater and Broadcasting and the Communication Arts Unit, the goal of which is to expose students to a variety of theater experiences so that they will become as familiar with live theater, dance, opera and concerts as they are with movies and television. The first section of the packet includes informational material for teacher and students about the performance location (Lincoln Center), about the Dance Theatre of Harlem, and instructions in audience etiquette. The second section explores dance and the ballet in detail, with classroom activities designed to heighten students' interest in the performance by adding to their knowledge of every facet of the production. The packet concludes with curriculum activities for young theatergoers, including guidelines for classroom dance critics. Appendixes contain a short history of the ballet, a glossary of theater terms, resources for teachers and students, and information about Dance Theatre of Harlem and its children's ballet school. (NKA)

ED 286 260 EA 019 638

Richardson, M. D.; And Others
How Can Principals Implement Tennessee's Instructional Model (TIM)? 3C's to Constructive Change.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Improvement Programs; *Instructional Improvement; *Instructional Leadership; Models; Organizational Climate; *Principals; *Program Development; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Evaluation
IDENTIFIERS- Tennessee

A model is presented which helps principals plan and evaluate instructional improvement. Described in relation to educational reform in Tennessee, the model assigns to principals the responsibility to implement the instructional changes required by a career ladder program. Research shows that continuing education, communication, and climate (the three "C's") are desirable in organizational change. The change process is founded on six concepts that build upon one another in the form of a pyramid: (1) human relations, (2) knowledge, (3) expectations, (4) feedback, (5) patience, and (6) reward. To better human relations, principals should first build the foundation for change through interactions that motivate teachers to cooperate. A principal's attitude and interactions create the needed climate of trust and cooperation. Understanding a model and the ability to demonstrate its concepts are necessary to assist teachers in skill improvement and increase in knowledge. Teachers must feel that the principal expects them to do well. Principals should convey a positive sense of accomplishment to the teacher; high expectations bring effective implementation of changes. Feedback is essential, for teachers to anticipate knowing how well they are doing and what is expected of them. If principals spend sufficient time in conference and in classroom observation, teachers will perceive that the process and their learning of it are supported. Near the pyramid's pinnacle, patience requires that principals work individually with each teacher and assess progress. Principals will similarly want teachers' patience with their own attempts to fill the instructional leadership role. Two rewards are the apex of the pyramid. Giving an extrinsic reward for improvement helps teachers through difficult times and improvement itself provides the intrinsic reward. Reward completes the climb to constructive change. Twelve references are appended. (CJH)

Boyles, Norman L.; Vrchota, Denise
Performance-Based Compensation Models: Status and Potential for Implementation.
Iowa Association of School Boards, Des Moines.
SPONS. AGENCY- Educational Administrators of Iowa.; Iowa Association of School Administrators.; Iowa State Education Association, Des Moines.; Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.
PUB DATE- Nov 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Compensation (Remuneration); Elementary Secondary Education; *Merit Pay; Models; *Professional Recognition; *Public School Teachers; *Salary Wage Differentials; Teacher Employment Benefits; Teacher Evaluation; Teacher Improvement; Teacher Motivation; Teacher Promotion; *Teacher Salaries
IDENTIFIERS- Iowa

This study was commissioned by the State of Iowa to identify the current status and applicability of performance-based teacher compensation plans. After a review of the literature to establish the current status of merit pay and to identify districts throughout the United States that are presently using performance-based compensation plans, a documentation instrument was developed to analyze types of plans, methods of financing the plans, evaluation systems, purposes of merit pay, and planning for performance-based compensation plans. As a product of analysis of the plans, a database was developed using the following essential elements as checkpoints: demographics, planning, organizational options, participation, evaluators, evaluation process, financial and nonfinancial incentive plans, financial resources, plan monitoring and revisions, and unique characteristics. Analysis of this database and of the unique characteristics of various plans resulted in identification of 10 exemplary districts that were studied further by telephone interview. Results of these indepth studies are included in the "findings" section of the report. A bibliography is included. (TE)

ED 286 301 EC 200 479

Soriano, Deborah; Paul, Rhea

Adaptive Behavioral Outcomes in Adolescents with Developmental Language Disorders.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 84
NOTE- 22p.; Also funded by the Children's Clinical Research Center and the Merck Foundation.
GRANT- NICH-03008; NIMH-MH-30929; RR00125
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Aphasia; Behavior Patterns; Elementary Secondary Education; Expressive Language; *Language Acquisition; *Language Handicaps; Longitudinal Studies; Receptive Language; *Self Care Skills; *Socialization

Eighteen people (with ages ranging from 7 to 22 years) who had been diagnosed as aphasic 10 years previously were assessed in terms of current functioning to test the hypothesis that, since the subjects had a specific language disorder, other areas of adaptive development should be relatively spared, and communication scores should be significantly lower than self-help and socialization measures. A battery of cognitive, receptive and expressive language, and adaptive behavior measures was administered. Results did not support the hypothesis: daily living and socialization skills were impaired in adolescents with severe language disorder as much as their performance in formal language tests. Receptive ability appeared to better predict adaptive skill than IQ or expressive ability. Among conclusions drawn were that although the disorders of language acquisition might appear quite specific in early childhood, they actually have a pervasive effect on overall development; and, unlike retarded individuals, students with primary communication deficits fail to progress in social and daily living skills. (CL)

ED 285 990 CE 048 218

McCreedv, Ken
Firearms Training Systems for Females. Final Report from July 1, 1986 to June 30, 1987.
Mid-Florida Technical Inst., Orlando.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 76p.; Project No. DVE.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Females; Learning Activities; Learning Modules; *Police; *Police Education; Postsecondary Education; Safety; *Safety Education
IDENTIFIERS- *Firearms

A project's main objective was to work actively with nine female law enforcement recruits to improve their overall performance in the firearms course and enable them to pass their Florida firearms qualifying exam. To achieve this objective, the Fire Arms Training System (FATS) was developed, including the use of the buddy system, the development of special training modules, and the opportunity for practice in a nonthreatening environment using a laser gun. Results showed a definite improvement in the weapons qualifying exam scores of female recruits. Following a brief project description, a brochure on the firearm training system is appended. The three training modules in the series for the preparation of recruit officers who have not had experience or previous training in firearms are also appended. Each module consists of a list of objectives, informative material, self-checks, and self-check answers. Topics covered in these modules include information about the weapon the officer will be using, safety considerations, the relationship between the officer's duties and the use of the weapon as a tool to carry out those duties, fundamentals of good shooting, deadly force, and exercises to develop specific physical strengths and stamina to use the weapon and pass the range test. The final appendix is a test description of qualifying at the range. (YLB)

ED 286 044 CE 048 350

Chang, Kathryn L.
Occupational Literacy and/or Literacy in the Workplace.
PUB DATE- Mar 87
NOTE- 24p.; Paper presented at the Meeting of the Commonwealth Association for the Education and Training of Adults (Surat, India, March 1987) and at the Meeting of the Saskatchewan Association for Lifelong Learning (Regina, Saskatchewan, Canada, May 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Practices; Educational Theories; Educational Trends; *Employment Qualifications; Foreign Countries; *Functional Literacy; *Functional Reading; Labor Needs; Literacy Education; Reading Difficulties; Reading Processes; Research Needs; *Research Problems
IDENTIFIERS- *Occupational Literacy

Some researchers estimate that 99 percent of occupations require some ability to read. Yet, illiteracy is a present and growing problem for many businesses. Some researchers contend that the basic educational system does not prepare workers to read on the job. Many teachers consider reading an elementary skill and do not focus on it in higher grades. Vocational education presupposes a knowledge of reading before occupationally related work is attempted in a supposition not always grounded in fact. In an attempt to find ways to prepare potential workers for job-related reading, researchers are examining the differences between the literacy demands while on the job and while training for the job. However, some researchers find on-the-job reading much more demanding than job-training reading, whereas others have found the opposite to be likely. Another direction of current research is toward the way information gained through reading is processed to enhance occupational effectiveness. More research is needed in order to prepare students for work-related reading. However, it is imperative that the situation that has led to the crisis in occupational literacy not be duplicated in adult literacy programs. Curriculum developers can use the research on adult literacy and adult learning in order to create programs that will effectively prepare adults for the workplace. A six-page reference list is included. (KC)

ED 286 095 CG 020 178

Reed, Juanita J.; Carlson, Wayne E.
Keeping Healthy During Stressful Times. A Guide for 4-H Community Club Leaders.
Minnesota Univ., St. Paul. Agricultural Extension Service.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Children; Community Programs; *Coping; Family Characteristics; *Family Problems; Leaders Guides; Skill Development; *Stress Variables; Youth Programs
IDENTIFIERS- *4 H Clubs

This document presents a guide to help 4-H Club leaders understand the stresses afffecting club members and work to strengthen individual and family coping skills. Economic, social, political, and psychological changes which may have a profound impact on rural and farm families are cited as sources of stress. Leaders are provided with a framework for viewing stress; a discussion of youth stresses; and a list of children's reactions to stress, including anger or violence, withdrawal or isolation, fear, extreme obedience, or subtle changes. Eight characteristics of families and individuals who cope best with change and stresses are identified: (1) effective family communication; (2) ability to work together and encourage independence; (3) encouragement of positive self-esteem; (4) family pride and time for family activities; (5) family as a support network for members; (6) a willingness to accept temporary help from outsiders; (7) flexibility in family roles; and (8) problem-solving skills. Eight ways that 4-H Club leaders can help club members cope with stress are listed, and the role of the 4-H Club programs is briefly described. Lesson plans for educational programs are provided which include information on materials needed and a step-by-step teaching plan. The lessons described feature learn-by-doing activities that can help individuals and families strengthen their resources for coping with stress. (NB)

ED 286 124 CG 020 207

At-Risk Youth Planning Document for the State Board of Education and the Oregon Department of Education.

Oregon State Dept. of Education, Salem.

PUB DATE- Sep 86
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Budgeting; *Dropout Prevention; Elementary Secondary Education; *High Risk Students; High Schools; High School Students; Program Development; *State Action
IDENTIFIERS- *Oregon

This report provides direction for the development of a cohesive state policy and plan for the state of Oregon regarding services for at-risk youth. It is also intended to serve as a guide for school districts, community colleges, state agencies, and communities in the further development and improvement of programs for at-risk youth. Section I of the report describes the scope of the dropout problem, characteristics of at-risk youth, and possible causes of dropping out. National data and data from the state of Oregon are provided as they relate to causes of dropping out. Eight proposals for action to serve at-risk youth are discussed and a plan is given for each proposal: (1) increase public awareness and cooperative efforts; (2) work with factors outside the schools; (3) develop reporting procedures for schools; (4) report promising practices; (5) encourage local programs; (6) develop alternative programs; (7) develop programs for parent education and parenting skills; and (8) provide educator training. Section II focuses on state agency plans and budgeting. It includes an action plan for implementing 1986-89 activities. Budget requests are given for 1987-89 in the areas of administering at-risk programs, grants-in-aid to schools, and joint youth initiative. A summary of existing department resources for at-risk youth is included. For each resource, the grades served and the major focus of the resource is given. (NB)

ED 286 153 CS 008 916

Literacy: The Challenge for Business.
Metropolitan Pittsburgh Educational Television, Pa.; PLUS (Project Literacy U.S.).
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- 87
NOTE- 20p.; For a related document, see CS 008 917.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Literacy; Adults; Continuing Education; *Corporate Education; Corporate Support; Educationally Disadvantaged; Education Work Relationship; Employment Qualifications; *Illiteracy; Literacy; Reading Failure; Reading Improvement; Reading Instruction; Reading Programs; Reading Skills; Remedial Reading; Self Esteem
IDENTIFIERS- Literacy Campaigns; National Commission for Employment Policy; Project Literacy

Noting that illiteracy in the workplace is currently a major problem for American businesses and corporations, this booklet, developed by the National Commission for Employment Policy and Project Literacy U.S., suggests ways in which companies can help their workers become literate. The booklet first outlines the extent of the problem of illiteracy in American business, and notes that workers who cannot read often feel inadequate or crippled, and do not advance in the work force. It then suggests that it is never too late to learn to read, and offers as examples employees who enrolled in reading programs and subsequently became more successful. The next section stresses that businesses are in a unique position to combat illiteracy, and mentions two companies that have started or supported reading programs. The booklet then lists 13 specific ways companies can help their workers become literate, and issues a call to action to abolish illiteracy. A list of several companies and the type of action they have taken, and a list of national resources for more information on illiteracy conclude the booklet. (JC)

ED 286 166 CS 008 935

McConkie, G. W.; And Others
Eye Movement Control during Reading: I. The Location of Initial Eye Fixations on Words. Technical Report No. 406.
Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Feb 87
NOTE- 23p.
GRANT- HD18116
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Eye Fixations; *Eye Movements; Higher Education; Perceptual Motor Coordination; Psycholinguistics; Reader Text Relationship; *Reading Processes; Reading Research

Sixty-six college students read two chapters from a contemporary novel while their eye movements were monitored. The eye movement data were analyzed to identify factors that influence the location of a reader's initial eye fixation on a word. When the data were partitioned according to the location of the prior fixation (i.e., launch site), the distribution of fixation locations on the word (i.e., landing site distribution) was highly constrained, normal in shape and not influenced by word length. The locations of initial fixations on words can be accounted for on the basis of five principles of oculomotor control: (1) a word-object has a specific functional target location; (2) a saccadic range error occurs that produces a systematic deviation of landing sites from the functional target location; (3) the saccadic range error is reduced somewhat for saccades that follow longer eye fixations; (4) there exists oculomotor variability that is a second, non-systematic source of error in landing sites; and (5) the oculomotor variability increases with distance of the launch site from the target. (References, a table of landing site distributions, and five figures are appended.) (Author/SKC)

ED 286 221 CS 505 682

Gambell, Trevor J.
Communication across the Curriculum: A Common Essential Learning for Saskatchewan Students. A Study Completed for Saskatchewan Education Core Curriculum Investigation Project. Summary Paper.
Saskatchewan Dept. of Education, Regina.

PUB DATE- Jun 87
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; *Curriculum Development; *Curriculum Enrichment; Curriculum Evaluation; Curriculum Guides; Curriculum Research; Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; Integrated Curriculum; Secondary School Curriculum
IDENTIFIERS- *Communication across the Curriculum; Saskatchewan

Because communication has been determined to be an essential part of all subject areas, not just English classes, this curriculum guide recommends a method for integrating communication across the curriculum in Saskatchewan (Canada) schools, from kindergarten to grade 12. The introduction defines communication skills as essential learning in education that consists of speaking, reading, writing, listening, viewing, and other forms of nonverbal communication, and the first chapter goes into further detail about what communication across the curriculum entails. The second chapter deals with literacy as a common essential learning, and discusses how literacy relates to communication across the curriculum and standard English. The third chapter presents a rationale that describes what communication across the curriculum is and is not, while the fourth chapter describes the organization of the communication across the curriculum skills matrix used in the recommended curriculum. The role of the teacher in communication across the curriculum is discussed in the fifth chapter, and the sixth chapter is concerned with communication across the curriculum in Canada. Recommendations are enumerated in the seventh chapter, while the scope and sequence of the curriculum program is spelled out in the eighth chapter. References for the prose section of the guide, a bibliography of sources used to prepare the scope and sequence charts for the recommended curriculum, and the charts themselves conclude the document. (SKC)

ED 286 318 EC 200 497

Boyer, John J.
The Potential of Artificial Intelligence in Aids for the Disabled.
PUB DATE- 85
NOTE- 9p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Assistive Devices (for Disabled); Communication Aids (for Disabled); *Computers; *Disabilities; Electronic Equipment; Expert Systems; Robotics; *Sensory Aids; *Technological Advancement

The paper explores the possibilities for applying the knowledge of artificial intelligence (AI) research to aids for the disabled. Following a definition of artificial intelligence, the paper reviews areas of basic AI research, such as computer vision, machine learning, and planning and problem solving. Among application areas relevant to the disabled are robots, expert systems, user-friendly computers, AI for microcomputers, and intelligent information-retrieval systems. Aspects of linkage between humans and computers are considered. The paper concludes with a description of four specific application areas for the disabled: perceptual aids, intelligent environment-control systems, intelligent wheelchairs, and helper robots. (CL)

ED 286 336 EC 200 516

Schmidt, Julia
Creating Least Restrictive Learning Environments: A Guide for Mainstreaming. Curriculum Bulletin, 1977-78 Series, No. 10.
New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.; New York City Board of Education, Brooklyn, N.Y. Office of Special Education and Pupil Personnel Services.
REPORT NO.- ISBN-88315-445-5
PUB DATE- 78
NOTE- 179p.
AVAILABLE FROM- Board of Education of the City of New York, 131 Livingston St., Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Attitude Change; *Compliance (Legal); *Disabilities; Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Learning Activities; *Mainstreaming; Special Education; Special Education Teachers; Teacher Role; *Workshops
IDENTIFIERS- *Education for All Handicapped Children Act

Intended for all those working with handicapped children, the manual provides guidelines for the understanding and implementation of P.L. 94-142, the Education for All Handicapped Children Act. Chapter 1 contains an introduction to the highlights of the law and a statement of what is required of the educational community for compliance. The next chapter provides suggestions for ways to explore the law and its implications and includes activities appropriate for training workshops. The third chapter offers activities for both students and adults to explore attitudes toward human differences. The following chapter provides a comprehensive picture of least restrictive environment designs which can be implemented as alternatives to either full-time special or full-time general education class placement with emphasis on new cooperative roles for both regular and special educators. Chapter 5 is intended to introduce the general educator to a variety of disabilities and appropriate classroom approaches. A list of agencies serving the handicapped is appended to this chapter. Finally, chapter 6 discusses materials, methods and techniques in special education and charts long term learning objectives from the elementary through high school levels. Appended are a bibliography of professional, parent and student multi-media and print materials, a list of test descriptions for the assessment of learning capabilities and disabilities, and a reprint of Public Law 94-142. (DB)

ED 285 977 CE 048 080

Utilization of New Technologies to Improve Instruction for Limited English Proficient Adults.

Austin Community Coll., Tex.

SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- Jul 87
NOTE- 143p.; Some pages have faint and broken print. Script of Tape 3 Scene 4 through 8 pages have marginal legibility.
GRANT- 87-1040-LEP100
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Disadvantaged; Educational Technology; Home Study; *Instructional Materials; *Limited English Speaking; Literacy Education; *Material Development; Program Effectiveness; *Reading Instruction; Second Language Instruction; *Videotape Cassettes; *Videotape Recorders

A project researched a process and generated a sample product to facilitate the teaching of English to adults who have limited proficiency in reading, speaking, or writing the language. Specific areas of interest included using a videocassette recorder (VCR) as a supplemental delivery system, using home video equipment to develop instructional units through the formative evaluation stage, and producing instructional materials and strategies that were based on an analysis of the limited English proficient (LEP) students' needs, interests, and adulthood. Generally, the project team found that (1) the use of the low-cost VCR technology is feasible; (2) incremental success rates and motivational response rates were much higher than expected and teacher response was extremely favorable; (3) the demand by students and teachers generated by this pilot project for more tapes clearly indicates that it would be possible to implement this instructional strategy; and (4) in the opinion of the team, tape losses were minimal and would be far less in the more structured custody system of established course offerings and classes. Despite the success of the curriculum content and instructional strategy as measured by student and teacher response, analysis of the project product suggests that in the areas of linguistics and student orientation this project is only the gateway to quality, motivating, individualized, language instruction. The low-cost home videotapes should be refined and produced in a study and widely disseminated in order to facilitate and accelerate language learning by adults. (The bulk of this document contains the videotape scripts, research forms, and an external evaluation of the project.) (KC)

ED 286 057 CE 048 388

Mageean, Pauline
The Continuing Education Needs of Academic Staff: Senior College Staff in TAFE.
TAFE National Centre for Research and Development, Payneham (Australia).
SPONS. AGENCY- Australian Council for Employment and Training, Canberra.
REPORT NO.- ISBN-0-86397-378-7
PUB DATE- 87
NOTE- 91p.; For a related document, see CE 048 392.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria, 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Adult Education; *College Faculty; Department Heads; *Educational Needs; Foreign Countries; Higher Education; National Surveys; Principals; *Professional Continuing Education; *Program Content; Program Development; *Staff Development; Teacher Education; Technical Education
IDENTIFIERS- *Australia; TAFE (Australia)

Interviews intended to discover the best ways of meeting the continuing education needs of senior Technical and Further Education (TAFE) staff were conducted with 250 individuals from 17 TAFE colleges throughout Australia. The study population consisted of principals, deputy principals, department heads, and heads of schools who spend 50 percent or more of their time on administrative activities. The following are among the areas in which respondents felt further staff development is necessary: planning for the college's future (corporate planning, rational decision making, analysis of community needs, organizational management); staff management (committee management skills, motivation techniques, delegating and conflict resolution skills, team skills, training in organizational and group dynamics); college administration (financial management and budgeting, business practices, relationship between individual colleges and the TAFE authority, entrepreneurship); educational leadership (keeping current with relevant educational developments, encouraging staff development, developing a vision of TAFE within staff, being accountable, encouraging innovation); communication skills (person-to-person, group, telephone, and written communication skills; linking and networking skills; assertiveness training; and public relations and negotiation skills); and additional professional capacities (time management, report writing, policy implementation, computer literacy, and behavior management techniques). Individualized staff development programs and mechanisms to give special consideration to the needs of underrepresented groups were also deemed necessary. (MN)

ED 286 110 CG 020 193

Shope, Jean T.; And Others

Evaluation of an Elementary School-Based Alcohol Misuse Prevention Program.

SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
PUB DATE- 8 Oct 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American School Health Association (Denver, CO, October 8, 1986).
GRANT- AA06324
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Education; Drinking; Elementary School Students; Grade 5; Grade 6; Intermediate Grades; *Interpersonal Competence; *Intervention; Locus of Control; Peer Influence; *Prevention; *Program Effectiveness; *Self Esteem; Student Attitudes
IDENTIFIERS- *Alcohol Abuse

The Alcohol Misuse Prevention Study (AMPS) presented an alcohol education program to fifth and sixth grade students based on social learning theory. The AMPS program introduced students to the concept of social pressure (especially peer pressure) to misuse alcohol and to strategies to effectively counter such pressure. The program was evaluated in 213 classrooms in six school districts with 4,911 students completing the first posttest, and 4,185 completing the second. Schools were randomly assigned to the condition pretest or no pretest; and to control, program, or program plus booster groups. Information was collected on students' knowledge about alcohol, health locus of control, self-esteem, and susceptibility to peer pressure. At the second posttest, 14 months after the program's implementation, a statistically significant effect was found on students' alcohol attitudes and knowledge. There were no significant differences between conditions on alcohol use and misuse, due to low prevalence in both groups. As students become seventh and eighth graders, significant effects are expected to appear in the third posttest when alcohol use and misuse are expected to rise. (Author/ABL)

ED 286 139 CG 020 223

Blackman, Sheldon; And Others

A Preliminary Outcome Study of an Outpatient Treatment Program for Gamblers.

PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); Counseling Services; Counseling Techniques; *Interpersonal Relationship; *Outcomes of Treatment; *Program Effectiveness; Program Evaluation; *Self Control; Termination of Treatment
IDENTIFIERS- *Gambling

The Gamblers Treatment Clinic (GTC) opened in 1982 as a New York State Office of Mental Health Demonstration Program. The basic premise of the GTC is that excessive gambling is a disorder of impulse control. Treatment, conducted in the community in a time-limited fashion, attempts to uncover the underlying dynamics that precipitate disorders of impulse control. During an initial evaluation for the diagnosis of pathological gambling, a potential client's motivation for treatment, financial status, vocational status, involvement with Gamblers Anonymous, family relationships, legal issues, and gambling patterns are assessed. At termination of treatment, similar forms are used to record data regarding the status of the client. Clinical services provided at the GTC include individual and family/marital therapy, group therapy, and when appropriate, chemotherapy. Client data gathered at intake and at termination were analyzed for 81 gamblers. The results revealed that clients reported significantly less gambling on termination of treatment than they did at initiation. There were improvements in social relations reported at termination of treatment. Gambling at termination of treatment, however, was not related to social relations at termination. There was some evidence that reports of improvements in lifestyles (e.g., employment, income level) were related to reports of less gambling at termination of treatment. (NB)

ED 286 181　　　　　　　　　　　　　　　　CS 210 760

Chew, Charles R.
Whole Language: Not the Sum of Its Parts.
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the Meeting of the Catskill Whole Language Conference (Oneonta, NY, August 10-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Elementary Secondary Education; *Integrated Curriculum; *Language Acquisition; *Language Arts; Language Skills; Listening; Reading Skills; Reading Writing Relationship; Recreational Reading; Theory Practice Relationship; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Whole Language Approach

For many years, educators from kindergarten to twelfth grade have approached the teaching of vocabulary, spelling, grammar, punctuation, and so forth as isolated skills, unconnected with the everyday use of reading, speaking, and writing. Such practices are now viewed with less favor, as researchers and educators approach reading and writing as processes, to be dealt with as a whole. To capitalize on this trend, teachers need to recognize that children come to the classroom knowing something about language use, and that their prior knowledge must be built up and used to help them comprehend and use language experiences. The classroom must also be a literate environment, with plenty of diverse material for children to read, and children must be allowed and encouraged to visit school and public libraries and to browse widely. Additionally, classrooms need not be quiet places for learning to take place because children can learn much about language by discussing their experiences with one another. Teachers must understand that the processes of reading, speaking, and listening have a number of skills in common, such as pre-writing/thinking, drafting, and revising, and that all are valuable to children. The integration of such language arts skills can empower students and build their confidence, and thus improve children and society as a whole. (JC)

ED 286 208 CS 210 820

Barua, Dibakar
From Self to World: An Exploratory Approach to Writing across the Curriculum.
PUB DATE- 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Writing; Critical Thinking; *Expository Writing; Higher Education; Metacognition; Reading Writing Relationship; *Science Instruction; Student Attitudes; Student Writing Models; Teacher Role; *Teaching Methods; Theory Practice Relationship; Writing Exercises; Writing Instruction; Writing Processes
IDENTIFIERS- University of California Los Angeles; *Writing to Learn

A writing instructor at a California University, assigned to teach expository writing in a science course, restructured the course before the third paper assignment to allow students to write, to discover, and explore ideas about science, rather than simply to learn standards of rhetoric or scientific writing. This assignment required students to define terms and clarify the ideas they had argued for during a class discussion. They were encouraged to deepen and expand their thinking by reading further and discussing their ideas with friends, leading to an exploratory essay that would not merely argue one-sidedly for ideas but lead toward illumination for the writer. The instructor and the students found the assignment very helpful, and discovered that some students changed their minds about their original ideas in the course of writing the paper. Students were then asked to write a paper about their own writing, which forced them to examine how their thinking evolved. The course, focusing on expanding on the ideas in essays rather than on close reading, created better, more analytical thinkers who began to see ideas as connected rather than discrete. (JC)

ED 286 273 EA 019 663

Kaneko, Motohisa
Enrollment Expansion in Postwar Japan. International Publication Series No. 1.
Hiroshima Univ. (Japan). Research Inst. for Higher Education.
PUB DATE- Mar 87
NOTE- 122p.
AVAILABLE FROM- Publication Sales, Research Institute for Higher Education, Hiroshima University, Higashi Senda-Machi, 1-1-89, Naka-ku, Hiroshima, Japan 730.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Change; Economic Development; *Educational Demand; *Educational Economics; Employment Patterns; Employment Potential; *Enrollment; Enrollment Influences; *Enrollment Rate; *Foreign Countries; Higher Education; Living Standards; Outcomes of Education; Productivity; Regression (Statistics); Secondary Education; Socioeconomic Influences
IDENTIFIERS- *Japan

After World War II, enrollment in the Japanese educational system underwent an unprecedented expansion, largely on account of postwar economic growth. Although such expansion was common throughout the world, Japan's experience was unique because of the magnitude of changes in the enrollment rates and the degree to which these changes directly reflect popular demand rather than government intervention. Accordingly, this study is a systematic quantitative analysis relating the increased demand for education in Japan to economic variables. The study addresses three questions: (1) What caused the educational expansion? (2) How did it keep momentum for such a long period? and (3) Why did it finally lose momentum in the mid-1970s? After an introduction establishing the framework and issues of analysis, the first chapter sets forth a theoretical framework by creating a model of individual choice from which the aggregate demand function of education can be derived. Chapter II examines internal rates of return of senior high school and college education from 1954 to 1980, and analyzes changes in the benefit-cost ratio over this period. Then alternative indicators of anticipated educational benefits are constructed, based on hypothetical models of rational expectation. Based on this analysis, chapter III presents the methods and results of a time-series regression analysis that discloses determining factors of the actual changes in enrollment rates. The original sources and methods of estimation of the data used in the text are appended: (1) the estimation of cohort enrollment rates; (2) the wage-profile by education; (3) the direct costs of senior high school and college education; and (4) the time-series economic indicators. The last two appendices examine the difference between the United States and Japan and the gender differentials in economic returns to education. (TE)

Weber, Sandra; Tardif, Claudette
What Did She Say? Meaning in a Second Language Classroom.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Financial support of project provided by the Central Research Fund (SSHRC) of the University of Alberta.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Classroom Environment; Cognitive Processes; Foreign Countries; *French; Group Dynamics; *Immersion Programs; *Interaction; *Kindergarten; Kindergarten Children; Learning Strategies; Learning Theories; Primary Education; Second Language Instruction; Second Language Learning; *Semantics
IDENTIFIERS- Canada

A two-year ethnographic study of kindergarteners' experiences in a French immersion classroom focused on the processes by which children find and construct meaning through classroom interaction and communication processes. Data were gathered through classroom observation and videotapes. The initially unilingual English-speaking students were observed frequently during their kindergarten year and intermittently in first grade. Individual and group sense-making strategies observed include: attending to meaning; negotiation of meaning; relying on translation or mediation of meaning; participation, modeling, and imitation; anticipating routine sequence and patterns of interaction; using the filter of past experience; comparing first and second languages; good guessing or approximation; random guessing; sizing up people and context; attending to paralinguistic features in communication; relying on the reciprocity of communication; attending to meaning-context or meaning structures of the situation; and asking questions. Other findings include: the interaction and overlapping of teacher-talk and student-talk is important; there was a scarcity of natural, child-initiated communication during teacher-directed activities; and the central process for kindergarten students appears to be adapting to the demands of school life, with language-learning a secondary process. (MSE)

ED 286 004 CE 048 283

Adult Literacy Education Program. New York State. Participant Data 1985-1986.

New York State Education Dept., Albany. Div. of Adult and Continuing Education Programs.

PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Adult Students; Illiteracy; *Individual Characteristics; *Literacy Education; *State Programs; *Statistical Data
IDENTIFIERS- *New York

This report provides an overview of the efforts and results of adult basic education centers and classroom teachers and volunteers who provide instruction in the most basic and essential skills for the educationally disadvantaged adults in New York. Charts and graphs illustrate the data that are presented in this photograph-enhanced compilation of data from the New York State Adult Basic Education and High School Equivalency Program Report. These types of data are included: New York State adults served, students' demographic profiles at entry, students' social profiles, students' contact hours, contact hours and K-12 comparison, students' academic gains, students' social goals, students' economic gains, students realizing job improvements, cost per hour, current demand for literacy education, and need for growth of literacy programs. (YLB)

ED 286 030 CE 048 332

Vocational Agriculture: A Unique Program That Should Be Retained. A Position Paper.

National Association of Supervisors of Agricultural Education.

PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Education; *Education Work Relationship; *Experiential Learning; Postsecondary Education; *Role of Education; Secondary Education; *Vocational Education

Vocational agricultural education is unique and serves a valuable role in secondary schools--a role that general education cannot fill. The program does so by providing a variety of experience-based opportunities that address all three domains of learning. Vocational agriculture is a broad-based cluster program focusing on the industry of agriculture. It serves students with a wide range of backgrounds, interests, and capabilities. The program incorporates many academic and science skills with the goal of increasing individual productivity. Extended-day and extended-year educational activities complement a program sequenced to build on previous instruction. This community-based program is further complemented by available adult and postsecondary instruction in agriculture. Vocational agriculture strives to provide specific knowledge and skills in the context of the industry of agriculture with the goal of providing a bridge between the classroom and an agricultural career. Half of the paper is in the form of a discussion of nine unique characteristics of vocational agriculture. Each characteristic is described and a justification for its retention is provided. (Author/YLB)

ED 286 069 CE 048 412

Fahy, P.; McLean, A.
Some Outcomes of an Employment-Oriented Post-Secondary Training Program for Educably Mentally Handicapped Adults.
PUB DATE- Aug 87
NOTE- 28p.; Based on a presentation to the American Association on Mental Deficiency, Region IV Conference, "Working toward Self-Sufficiency" (Edmonton, Alberta, Canada, September 16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Education Work Relationship; *Employment Programs; Foreign Countries; Job Skills; Job Training; *Mild Mental Retardation; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *Program Implementation; Technical Education; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Alberta Vocational Centre (Edmonton)

The Alberta Vocational Centre (AVC) Transitional Vocational (T-V) Program, in Edmonton, began in 1982. The program currently employs six instructors to provide a postsecondary employment-oriented program for mildly mentally disabled adults. The yearlong program is offered in two sessions and has an approximate enrollment of 30 incoming students and 12-18 outgoing students in each session. Students are assessed at the Goodwill Rehabilitation Society and then assigned either to a regular class or a differentiated class incorporating more experiential learning and group instruction. An evaluation of the program was conducted in January-April 1987 by a telephone survey of 1982-1985 graduates of the program. Additional information was obtained and comparisons made from an earlier study. Some of the conclusions drawn were the following: (1) the T-V gender ratios are approximately equal; (2) T-V graduates are younger than the AVC's regular students; (3) T-V graduates of both genders averaged 71 on the Wechsler Adult Intelligence Scale-Revised (WAIS-R); (4) T-V graduates were about as likely to be employed as regular AVC graduates (56 to 63 percent); (5) changing jobs is three times more common among T-V graduates than among graduates of other AVC programs; (6) T-V graduates earn less than AVC graduates, and females earn less than males; (7) WAIS-R scores are not related to employability, although age may be related and gender probably is related; (8) T-V graduates work at some time after graduation, males more so than females; (9) most T-V graduates like their jobs (men less than women) and are satisfied with their income (women less than men); (10) most T-V graduates want to work now and/or expect to be working in the future; and (11) male T-V graduates are initially, and remain, more dependent on family for residence and employment than females. (KC)

ED 286 082 CG 020 165

Roark, Mary L.; Roark, Eldridge W., Jr.
Administrative Responses to Campus Violence.
PUB DATE- 16 Mar 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American College Personnel Association/National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Guides; Administrator Role; *College Environment; Higher Education; Intervention; *Prevention; *School Policy; Sexual Abuse; *Student Personnel Services; *Violence
IDENTIFIERS- American College Personnel Association; Physical Abuse

Campus violence, whether it is physical, sexual, or psychological, is counterproductive to a positive college environment and to the healthy development of individuals. Student affairs administrators and directors of various student services hold a responsibility for directing the response of campus personnel to specific volatile and exploitive situations. The work of the American College Personnel Association (ACPA) Commission I Task Force on Victimization and Violence has resulted in several strategies by which administrators can respond to campus violence, with a focus on preventive interventions. This report looks at the types of violence on college campuses, the incidence of violence, and the effects of violence. Prevention strategies are discussed, and the draft stages of the ACPA's Victimization and Violence Prevention Assessment and Planning Guide, a tool by which student affairs professionals can evaluate the prevention efforts on their campuses and gain ideas for further interventions, is described. Areas discussed include the opening pages of the guide, the written policy statements, activities and services, programming for prevention, and incidence records. A draft of the planning guide is appended. (Author/NB)

ED 286 195 CS 210 802

Lamb, Hilary
A Glimpse into the Thinking of Young New Zealanders.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Symposium on IEA Study of Written Composition at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For a related document, see CS 210 801.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Essays; Expository Writing; Foreign Countries; *Personal Narratives; Secondary Education; *Student Attitudes; *Writing Evaluation; *Writing Skills; Written Language
IDENTIFIERS- Audience Awareness; *Author Text Relationship; International Evaluation Education Achievement; *New Zealand; Writing Attitudes; Writing Patterns; Writing Tasks

In 1984, New Zealand tested 12- and 13- year-old and 15- and 16-year old students as part of the International Evaluation of Educational Achievement (IEA) tests. Although weaknesses appeared at both age levels in the organization of material, particularly in argumentative and expository writing, students could write functional letters competently and demonstrated an originality and freshness of voice in personal narratives. In expository essay writing, students wrote, in a generally pessimistic vein, about global issues such as the nuclear debate, as well as school issues. The personal narrative provided a means for students to organize and interpret their experiences, to write about themselves and their relationships, to record their present and anticipate their future. One aspect of their world that was examined was the roles students took for themselves. Sex role stereotypes played little part in this--although boys still wrote about adventurous outdoor activities, girls also wrote about camping, daring rescues, and demanding sporting events. Boys usually wrote about pitting themselves aggressively against formidable opposition, while girls tended to concentrate on beating their own personal standards. The narrative settings were usually domestic and local for the older writers. The younger writers used exotic, imaginary settings more frequently, often derived from television or fantasy games. Family members reflected "traditional" sex-linked behavior, but considerable sensitivity was displayed in discussing family tensions and social pressures on adolescents. With this maturity came a parallel sense of audience in the writer's recognition of the reader's perceptive. (NKA)

ED 286 261 EA 019 640

Urbanik, Mary K.; And Others
The Regional High School of Excellence Study Project. Northern Chautauqua County, 1985-1987.
Fredonia Central School District, NY.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Special Demonstration Programs.
PUB DATE- 87
NOTE- 286p.
AVAILABLE FROM- Publication Sales, Fredonia Central School District, School of Excellence Project, 425 East Main Street, Fredonia, NY 14063 ($14.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; Curriculum Design; Financial Support; *High Schools; *Program Design; Program Development; *Regional Schools; Rural Areas; School Support; *Special Schools; State Schools; Statewide Planning
IDENTIFIERS- *New York (Chautaugua County)

The Regional High School of Excellence in northern Chautauqua County, New York, was intended to be a school for gifted students from throughout the region. Six committees made up of teachers, administrators, school board members, local business leaders, parents, and students from participating school districts studied and planned different aspects of the schools, including the curriculum, student selection procedures, and business operations. The Northern Chautauqua Project was ready to implement a half-day interdisciplinary program in the fall of 1987, but planning was suspended in January 1987, because no state funding was made available. This report documents the activities and findings of each committee in the Northern Chautauqua Project and provides an accounting of what was accomplished and a guide for others who are planning similar programs in their own school districts. Major sections of the report cover the following: (1) Getting Started; (2) Project Committee Structure; (3) Business Operations; (4) Curriculum and Staffing; (5) Student Selection; (6) Parental Support; (7) Networking; and (8) Problems and Issues. The latter chapter includes discussions of funding, definition and acceptance of concepts, elitism, the need for a regional high school of excellence, accreditation, logistical problems, and teacher recruitment. The concluding chapter provides a set of crucial questions, recommendations, and suggestions. An index is included, and supporting materials from the project are appended. (TE)

ED 286 302   EC 200 480

Miller, Maurice; Turner, Tamrah
Formats for Assessing Students' Self-Assessment Abilities.
PUB DATE- 24 Apr 87
NOTE- 30p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Metacognition; Rating Scales; *Self Evaluation (Individuals)

The paper examines some self-assessment techniques used with handicapped students and discusses the advantages and disadvantages of these techniques. The use of self-rating scales is reviewed, and questionable results are cited. Another method, in which students view an item and estimate whether they can perform it before attempting it (pre-judging), is described. It is noted that with pre-judging, tasks should be quite familiar, short, and discrete entities. Inferred self-assessment, in which students indicate they cannot perform difficult or impossible tasks, is also considered. Specific self-assessment techniques are reviewed, as are self-monitoring approaches. Among conclusions noted is that learning disabled students appear to have specific deficits in the area of self-assessment itself; the problem may manifest itself in reading, writing and spelling, math, language communication, social status, and attention-to-task skills. Studies have suggested that increased use of self-assessment may be the first step in increasing achievement. Examples of student self-assessment are appended. (CL)

ED 286 319 EC 200 498

Rucker, Chauncy N.; And Others
The Connecticut Special Education Network for Software Evaluation (ConnSENSE).
PUB DATE- 85
NOTE- 7p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); *Computer Networks; *Computer Software; Computer Software Reviews; Courseware; *Disabilities; Elementary Secondary Education; *Evaluation; *Media Selection; Needs Assessment; State Programs
IDENTIFIERS- *Connecticut Special Ed Network Software Evaluation

The Connecticut Special Education Network for Software Evaluation is intended to help special educators learn about effective software. The network has developed a software evaluation model and instrument which solicits both descriptive and evaluative information on special education courseware. A needs assessment performed in the state in 1983 revealed patterns of access to computers and a need for high quality courseware for students with learning disabilities. Twenty-eight teachers have been trained in software evaluation. Evaluation results will be disseminated via a newsletter. (CL)

ED 285 991 CE 048 230

Gaudy, Teresita E.

Second Phase of an Experimental Project To Help Single Parents and Displaced Homemakers with Their Attitudinal, Behavioral Changes and Vocational Guidance. Final Report from September 9, 1986 to June 30, 1987.

Miami-Dade Community Coll., FL. South Campus.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- 30 Jun 87

NOTE- 31p.; Project No. DVE 15160 6-2 D05.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; *Adult Programs; Attitude Change; *Career Education; Career Guidance; *Displaced Homemakers; Females; *Job Training; Nontraditional Education; *One Parent Family; *Womens Education

A program was designed at Miami-Dade Community College (South Campus) to meet the educational needs and interests of single parents/displaced homemakers by providing recruitment, counseling, financial aid referrals, job placement referrals, and career selection assistance. Nontraditional vocational and occupational programs were emphasized. During the second phase, 60 students were recruited; they then underwent a referral process according to their individual needs. Assistance was also provided in finding these types of services: financial assistance, medical assistance, and child care. An overall orientation helped restructure students' vocational patterns in order to enhance their academic perspectives. Students were advised by the director; sent to CHOICES, a computer career assessment service; or started their programs immediately. Some students were placed in employment without finishing their educational programs. Retention activities and child care services could not be accomplished. (Supplementary and appendix materials include project objectives, project correspondence and forms, brochures, news media and advertisements, press releases, and television video scripts.) (YLB)

ED 286 017 CE 048 300

McKirgan, Irene
Promoting Prenatal Health in the Workplace. WBGH Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- Nov 86
NOTE- 41p.; For related documents, see CE 048 292-305.
AVAILABLE FROM- Prevention Leadership Forum, Washington Business Group on Health, 229 1/2 Pennsylvania Avenue, SE, Washington, DC 20003 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Corporate Education; Cost Effectiveness; *Employee Assistance Programs; Employer Employee Relationship; *Health Programs; Personnel Policy; *Physical Fitness; *Pregnancy; Prenatal Influences; *Well Being
IDENTIFIERS- *Prenatal Care; *Wellness Programs

The continuing surge of women into the work force and the tendency for women to remain on the job throughout pregnancy and to return to work within months after delivery have led companies to initiate and place increasing importance on prenatal health promotion. Such programs have been found to improve employees' prospects for healthy pregnancies and healthy babies, lower health insurance costs, improve worker productivity, reduce pregnancy-related absences, result in earlier returns to work after childbirth, reduce employee turnover, result in fewer days taken off to care for sick children, improve employee morale, and encourage employees to continue practicing healthful patterns learned during their pregnancies. As more pregnant women stay on the job throughout pregnancy, companies must pay more attention to worksite conditions that could adversely affect their employees' pregnancies, such as heavy work, stress, long periods of time at video display terminals, toxic substances, and other hazards. Worksite prenatal health programs can be individualized or based on group classes or seminars. Possible topics include genetics, exercise, smoking, nutrition, alcohol and drugs, stress management, environmental and workplace influences, and parenting. (Twelve examples of companies that offer worksite prenatal health programs are included in this document.) (MN)

ED 286 045 CE 048 351

Boyd, Sheila; Regner, Christine

Alternative Education and Employment Preparation for Youth. The Eidos Program.

PUB DATE- 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Resources; Cooperative Education; *Disadvantaged Youth; *Dropout Programs; Dropouts; Employment Potential; Employment Problems; *Employment Programs; High School Equivalency Programs; Job Search Methods; Job Skills; Outreach Programs; Services; *Work Experience Programs
IDENTIFIERS- *Eidos Program NY

The Eidos Program, sponsored by the Idyllic Foundation, is a private community-based organization that, with schools and other cooperating agencies and sponsors, helps young people whose needs are not adequately met by existing instituions. The program, which was funded for six months by the Job Training Partnership Act, provided educational and counseling services that are specifically focused to bridge the gaps that exist between the functions of the family, the school, and other agencies. The program was designed to serve 20 disadvantaged youths who had dropped out of school in Rome, New York. The program was given the name of Eidos, which means a "new way of seeing" in Greek. It targets 16- to 21-year-olds who have exhibited patterns of failure in the community, at home, and in school. Eidos provides these youth with highly individualized courses taught by three teachers and preemployment training in a supportive community setting for three hours a day. In addition, students are placed in part-time jobs. Eidos emphasizes promoting each student's sense of self-worth through opportunities for achievement that contribute to the community and their personal growth. (This report contains examples of assessment and evaluation forms used in the administration of the program.) (Author/KC)

Wilcox, Jeanie E.
Coping with Conflicts: Leader's Guide.
Utah State Univ., Logan. Cooperative Extension Service.
PUB DATE- Oct 85
NOTE- 104p.; Some header pages (on colored paper) may not reproduce well. For related document, see CG 020 180.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict; *Conflict Resolution; *Coping; Employees; *Family Relationship; *Interpersonal Communication; Leaders Guides; Marriage; Spouses; Stress Management

This is a leader's guide for a workshop on coping with conflicts and targeted to married couples, especially those in young marriages, and to employees of businesses or corporations. The session titles are: (1) Mismatching Scripts; (2) Changing Scripts; (3) PIESS (Physical, Intellectual, Emotional, Social, Spiritual) Needs; (4) Getting Needs Met; (5) Communication Roadblocks; (6) Opening the Road; (7) Negotiating Skills; and (8) Putting It All Together. The session outlines contain objectives and activities and refer the leader to appropriate transparency masters in the appendix and to films or videotapes. Topics covered include identifying conflicts in relationships; understanding and changing the scripts of relationships; identifying physical, intellectual, emotional, social, and spiritual needs; getting one's unmet needs met; identifying communication roadblocks and methods of unblocking them; new ways of communicating, including active listening, gentle confrontation, and "fogging"; and identifying steps necessary in negotiation. The final section includes a conflict skills quiz and a list of recommended reading. (ABL)

ED 286 125 CG 020 208

Blount, Ronald L.; And Others

The Effects of Adults' Behavior on Child Coping and Distress during BMA/LP Procedures: A Sequential Analysis.

PUB DATE- Mar 87
NOTE- 31p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Coping; *Interpersonal Communication; Parent Child Relationship; *Parent Influence; *Stress Management
IDENTIFIERS- Adult Child Relationship; *Pain

Professionals working with pediatric oncology patients recognize that the degree of pain the child experiences during painful medical procedures is related to both the physical insult and the child's degree of anxiety and fear. Two major lines of research in the area of pediatric pain management include the assessment of distress and training children to use coping strategies. This study examined the influence of the immediate social environment on the child's ability to cope during painful medical procedures. The subjects were 14 boys and 8 girls between the ages of 5 and 13 years diagnosed as having acute lymphocytic leukemia. Transcriptions and audiotapes of verbal interactions among residents, nurses, mothers, fathers, and children that occurred during bone marrow and lumbar puncture procedures were scored using the Child-Adult Medical Procedure Interaction Scale. Results revealed that during the medical procedures, adult vocalizations typically preceded child vocalizations. Adult criticism of the child, suggestions to other adults for managing the child's behavior, apologies to the child, giving control to the child, and reassuring comments typically preceded child distress. Also, when the child emitted any one of eight distress behaviors, the adults' repertoire seemed to be severely limited. Their overwhelming response preference was to reassure the child. Child coping seemed to be facilitated by adult commands to the child to engage in coping procedures, by nonprocedural talk to the child, and by humor directed to the child. (Suggestions for future research are included.) (Author/NB)

ED 286 154 CS 008 917

Project Literacy U.S. (PLUS): Information and Resources for Task Forces.

Metropolitan Pittsburgh Educational Television, Pa.; PLUS (Project Literacy U.S.).

SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- 87
NOTE- 195p.; For a related document, see CS 008 916.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Literacy; Adults; Community Support; Continuing Education; Corporate Education; Corporate Support; Educationally Disadvantaged; Education Work Relationship; Employment Qualifications; *Illiteracy; Literacy; Reading Failure; Reading Improvement; Reading Instruction; *Reading Programs; Reading Skills; Remedial Reading; Self Esteem
IDENTIFIERS- *Literacy Campaigns; National Commission for Employment Policy (DOL); *Project Literacy

Created by the Project Literacy U.S. (PLUS) organization to combat adult illiteracy, this guide offers suggestions for enhancing local adult literacy programs or establishing new ones. Following an introduction to the problem of illiteracy and a call for a national effort to alleviate it, the guide focuses on how to begin a literacy program, including information on assessing the need for such a program, recruiting and training volunteers, and financial matters. Section 3 lists and describes seven literacy programs currently serving the United States, while section 4 lists the type of information a new literacy agency will need and where to obtain it, and offers sample questionnaires for gathering statistical information. Section 5 discusses ways to market a literacy program, while section 6 suggests ways volunteers can be useful beyond tutoring basic reading skills. Section 7 discusses how to develop a toll-free hotline, while section 8 lists fundraising references. Sections 9 and 10 outline ways in which businesses and corporations can support literacy campaigns, and the final section looks at national support organizations and literacy campaigns. (Appendixes contain a list of PLUS national support organizations, and a list of resources for such organizations.) (JC)

ED 286 167 CS 008 936

Tyler, Andrea; Nagy, William
The Acquisition of English Derivational Morphology. Technical Report No. 407.
Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 33p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developmental Stages; Elementary Secondary Education; Grade 4; Grade 6; Grade 8; *Language Acquisition; Language Research; *Morphemes; *Morphology (Languages); Psycholinguistics; Reading Research; *Suffixes
IDENTIFIERS- Inflection (Grammar); Word Derivation

Three paper-and-pencil measures were administered to students in fourth (40 students), sixth (30 students), and eighth (30 students) grades to assess different aspects of their knowledge of English derivational suffixes. Results indicated that children appear to develop a rudimentary knowledge of derivational morphology--the ability to recognize a familiar stem in a derivative--before fourth grade. Knowledge of syntactic properties of derivational suffixes appears to increase through eighth grade. Knowledge of the distributional properties of suffixes also increases, with sixth-grade students showing an increase in overgeneralization errors parallel to that found for inflectional suffixes in much younger children. Results support the hypothesis that knowledge of suffixes is compartmentalized. A two-page reference list, 10 data tables, and 1 figure comprise one half of the document. (Author/SKC)

Alvin Ailey--Theatre Activity Packet.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 85
NOTE- 54p.; Photographs may not reproduce well.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Activities; Curriculum Development; Curriculum Guides; *Dance; *Dance Education; Experiential Learning; Field Trips; Fine Arts; Primary Education; Teaching Guides; Teaching Methods; Theater Arts
IDENTIFIERS- Alvin Ailey American Dance Theater; Choreography; Dance Companies; New York (New York)

Intended for elementary school teachers who wish to implement a lesson on dance theater and dance as an art form to be used in conjunction with live performance, this guide offers classroom and extracurricular activities to teach children about various aspects of dance. Part 1 of the guide includes an introduction to Manhattan's City Center, a theater known for spectacular dance performances. Worksheets are included that show children the layout of seats in the theater and how to read a theater ticket. Additional sections include the history of the Alvin Ailey Dance Theater, the American Dance Center, and tips for teachers on preparing students to see a live dance performance. Part 2 of the guide gives suggestions for teaching about dance as an art form, such as creating prior knowledge maps, offering vocabulary sheets of dance terms, learning about the job of the choreographer, and reading summaries of ballet plots. Part 3 of the guide offers activities to complete after seeing a performance, such as studying sample reviews and having the students write one of their own.

(Appendixes contain a glossary of theater terms, a list of books and magazines about dance, and names and addresses of several New York dance companies as resources for teachers.) (JC)

ED 286 248 CS 505 717

The Nutcracker--Theater Activity Packet.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 86
NOTE- 60p.; Photographs may not reproduce well.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Class Activities; *Cultural Activities; *Cultural Education; Cultural Opportunities; Curriculum Enrichment; *Dance; *Dance Education; Elementary Secondary Education; *Enrichment Activities; Social Behavior; Teaching Methods; Theater Arts; Theaters
IDENTIFIERS- American Ballet Theatre; Dance Companies; New York City Board of Education

A part of the New York City Board of Education Early Stages educational program, this activity packet was developed to assist teachers in preparing students for viewing the American Ballet Theatre's production of "The Nutcracker." The guide begins with a section on preparing for the performance, and includes information on the Early Stages program, the Lincoln Center Complex, the American Ballet Theatre, getting ready to attend a live performance, and trip preparation for teachers. The second section deals with learning about ballet, and discusses the nature of dance, learning about dance, questions and answers for balletomanes, and ballet language, and includes a ballet dictionary, the story of "The Nutcracker," and a classroom critics' checklist. Curriculum activities for young theatergoers after the performance are presented in the third section of the guide, which contains the following activities: (1) a ballet idea map; (2) critics' circle; (3) guidelines for classroom dance critics; (4) sample reviews; (5) backstage at the ballet; and (6) dance in the media. Appendixes comprise the fourth section of the guide, and they deal with the history of the ballet, resources for teachers and students, and articles from the American Ballet Theatre newsletter, "On Point." (SKC)

ED 286 287 EA 019 692

Nufrio, Ronald M.
An Administrator's Overview for Teaching Reading.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Gifted; Instructional Leadership; Learning Disabilities; *Principals; *Reading Instruction; *Reading Programs; Reading Skills; Reading Strategies; Reading Teachers; Special Education; Teacher Administrator Relationship; Teacher Evaluation; Teacher Supervision

Reading programs in elementary and secondary schools are often ineffective because principals have not had adequate preparation to assume leadership roles in such programs and are therefore unable--or unwilling--to take control of the reading program. Successful reading programs are characterized by leadership, direction, and support from principals, who should work with their teachers to provide public relations, establish teacher assistant programs, implement needed inservice, and improve reading environments. Accordingly, this paper provides school administrators with the background information they need to create such an improved learning environment and become effective, innovative curriculum leaders for reading instruction. Principals are advised to learn the basic components of a successful reading program and to evaluate each teacher's ability to individualize instruction, motivate students, use questions to stimulate comprehension, and encourage enrichment or follow-up activities. Principals also need to know the primary methods used in teaching normal students how to read, including the basal reading series, phonics methods, language-experience approach, and initial teaching alphabet. The report concludes with a discussion of two special groups of students: the learning disabled and the gifted. A selected bibliography is included. (TE)

ED 285 978 CE 048 166

Exploratory Coordinated Career Education. Arkansas Public School Course Content Guide.

Arkansas State Dept. of Education, Little Rock.

PUB DATE- 87
NOTE- 12p.; For related documents, see CE 048 167-171.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; *Career Exploration; Career Plannin Citizenship Responsibility; Course Content; Employment Potential; *Job Search Methods; Job Skills; *Leadership Training; *Minimum Competencies; Money Management; Secondary Education; Self Actualization; Skill Analysis; Skill Development; Social Responsibility; State Curriculum Guides; *State Standards; Taxes; Vocational Evaluation; Wages
IDENTIFIERS- *Arkansas

This course content guide was developed in accordance with the Standards for Accreditation of Public Schools adopted by the Arkansas State Board of Education. The guide is offered as a framework upon which a curriculum can be built. Within the subject area and at each grade level, the content guide identifies skills at three instructional levels: basic, developmental, and extensions. The basic skills are those skills that all students must master and upon which the minimum performance test items are based. Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing, and problem-solving skills. These extensions suggest ways for the teacher to broaden student learning on a grade level without introducing more basic skills from subsequent grade levels. This guide outlines three courses: Exploratory Coordinated Career Education, and Coordinated Career Education I and II. Exploratory Coordinated Career Education includes the following topics: orientation and self-development, career exploration (interest areas and vocational assessment and career planning), and seeking employment. The following skills are identified for Coordinated Career Education I: leadership development; employment (seeking and maintaining employment, on-the-job competencies, wages and fringe benefits, career planning); personal finances; and civic and social responsibilities. Additional skills are identified for these topics for Coordinated Career Education II. (KC)

ED 286 005 CE 048 284

Greenwell, Lynette, Ed.; And Others
Job Corps GED Competencies Program Guide. ETA Handbook No. 324.
Employment and Training Administration (DOL), Washington, D.C.

PUB DATE- 87
NOTE- 494p.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; Course Content; Educational Resources; Fine Arts; High School Equivalency Programs; *Literature; *Mathematics Instruction; Pretests Posttests; *Science Instruction; *Social Studies; Teaching Methods; *Test Coaching; Test Construction; Test Items; Tutoring; Units of Study; *Writing Instruction
IDENTIFIERS- *General Educational Development Tests; Job Corps

This packet, designed for teachers of Job Corps participants is intended to familiarize them with the contents and presentation methods of the competency program developed to help students prepare for the General Educational Development (GED) (high school equivalency) tests. The first part of the package contains a teacher's guide that presents an overview of the competencies program. The guide covers the following: the content and organization of the 1988 edition of the GED, organization and sequence of the competencies program, how to use the GED competencies program, and resources and references. The competencies program guides are organized in five sections corresponding to the five sections of the GED test: writing skills, social studies, science, literature and the arts, and mathematics. Each of the sections contains a number of units that cover the material expected to be tested by the 1988 GED. Each section contains an overview, descriptions of each content unit, pretests and posttests, content materials for each unit, and supplementary materials. Within the content units, student checklists help teachers to guide their students through the required competencies. (KC)

ED 286 111 CG 020 194

Jones, James D.; And Others
Individual and Organizational Predictors of High School Track Placement.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 87
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
GRANT- SES-8310687
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *High Schools; *High School Students; *Institutional Characteristics; National Surveys; School Policy; Secondary Education; *Track System (Education)
IDENTIFIERS- *High School and Beyond (NCES)

Curriculum placement or tracking is a form of ability grouping most common in secondary schools. This study focused on the role of school characteristics and policies in shaping the tracking system, from the perspective that educational attainment is a consequence of the interaction between individual abilities and efforts and the learning opportunities provided by the school. Data were analyzed from the "High School and Beyond" study, which sampled students from 1,100 schools. Track placement was measured by students' description of their high school programs as academic, general, or vocational and their comments as to whether they chose this program or were assigned to it. Socioeconomic status (SES) of the family and school, ability of the individual students, and academic inclusiveness data were generated. Ability was the most important predictor of track placement. Social class background was strongly related to track placement. Track placement was not based solely on characteristics of individual students. School-level variables modified the relationship of ability and student-SES to track placement. Two-thirds of the sample chose their track and were more often located in the academic or vocational track while those assigned were more likely to be in the general track. Analyses revealed systematic differences among types of schools, suggesting that track placement is more complex than previously indicated and that school-level variables should be included in research on track placement. (ABL)

ED 286 140 CG 020 224

Craig, Mary E.; And Others
To Report or Not To Report: Further Studies of Mental Health Professionals and Child Abuse.
PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987). Document has light, small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Compliance (Legal); Human Services; Influences; Legal Responsibility; *Mental Health Clinics; Parent Child Relationship; *Professional Personnel; *Sexual Abuse
IDENTIFIERS- *Child Abuse and Neglect Reporting

Although all states require professionals providing human services to report cases of suspected child abuse, studies have shown that many professionals selectively report cases of child abuse. A study was conducted to examine professionals' tendency to report suspected child abuse and their attribution of responsibility for child abuse as a function of victim age, type of abuse, and level of certainty that abuse is occurring. Differences in reporting between licensed and non-licensed clinicians were also investigated. Clinicians (N=101) from three community mental health centers in Florida read an experimentally controlled vignette which manipulated victim's age, type of abuse suspected, and the child's reaction to questions about abuse. Subjects rated their tendency to report the abuse and how confident they were that abuse was occurring; indicated factors influential in their reporting decision; and assigned responsibility to the father/offender, mother/spouse, child/victim, and to society. Eighty-one percent of respondents stated that they would tend to report the abuse; victim age and type of abuse (physical, sexual) did not significantly affect tendency to report. Tendency to report differed significantly by child's reaction to questions. Confidence that abuse was occurring was significantly associated with tendency to report. (NB)

ED 286 209 CS 210 821

Bocchi, Joseph S.
The Politics of Peer Review in a Nonacademic Setting.
PUB DATE- 85
NOTE- 14p.; Original version of this paper was presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Faculty College Relationship; Higher Education; *Organizational Climate; *Peer Evaluation; *Technical Writing; *Writing Evaluation; Writing Instruction; Writing Laboratories; Writing Research
IDENTIFIERS- Collaborative Writing; *Writing Attitudes

Organizational stratification and writers' attitudes played an important part in the rejection of a proposed editorial review program at a university computing center. A peer review board, which consisted of four composition instructors, was established by the center director, in cooperation with a composition teacher consultant, to ensure the quality of user documentation written by engineering faculty. However, program and systems analysts, managers, and other center personnel generally refused to participate in peer review. Time constraints placed on routine writing tasks, writers' attitudes, and other sociopolitical elements of the environment did not allow the proper atmosphere for an autonomous, writer-supported peer group. The writers considered themselves to be good writers and resented the fact that the director questioned their ability. In addition, the management style of one major division at the center did not support any form of collaborative writing. Further, no systems were in place to evaluate the effectiveness of writing, to promote the importance of writing among staff, and to offer assistance, in the form of policies, guidelines or manuals, to help writers with their tasks. (Author/SKC)

ED 286 222 CS 505 684

Burns, Gary
The Trouble with Internships.
PUB DATE- 6 Aug 87
NOTE- 17p.; Paper presented at the Annual Meeting of the University Film and Video Association (Los Angeles, CA, August 6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; Education Work Relationship; Faculty Workload; Higher Education; *Internship Programs; Job Skills; Radio; Student Attitudes; Teacher Responsibility; Television
IDENTIFIERS- Exploitation

While numerous journal articles have praised student broadcast internships as a way for universities to provide "practical" experience rather than just academic training for future jobs, internships are also problematic for students and instructors in many ways. When students work for a particular radio or television station, they learn the practices of that station, sometimes with inadequate grounding in theory. Consequently, the ideas a student brings back from an internship often conflict with what is taught in courses, and students may later be unprepared to adapt to the working procedures in a different station. Moreover, intern labor is often unpaid, the interns working only for the experience in hopes of obtaining a job after graduation. Professors, too, are often overloaded in supervising internships because such duties are frequently added to a normal teaching load with no extra compensation. Since universities generally cannot afford the equipment necessary to make university training helpful to the student, and since students do need practical training in the field of broadcasting, internships are probably necessary, but they should not be the most important type of training universities offer to students. Rather internships, and the journal articles that extol them, should be examined with a healthy skepticism. (JC)

ED 286 303 EC 200 481

Alvarado, Ernesto
Guide to Assessing Children for Whom English Is a Second Language.
PUB DATE- 23 Apr 87
NOTE- 10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cultural Influences; *Disabilities; Elementary Secondary Education; *Handicap Identification; *Informal Assessment; *Limited English Speaking; *Oral Language; *Student Evaluation

The paper suggests informal and formal procedures for evaluating students whose primary language is not English. The importance of detailing the student's educational history and of understanding the community setting is noted. The native language should be used to gather this and other informal data, and translators should be trained in cultural nuances and sensitized to cultural taboos. In formal assessment, informed consent should first be obtained, and issues such as deciding when to use the native language and whether to use test norms should be analyzed. Cautions are listed against over-identifying children from limited English speaking groups as handicapped, and recommendations are made of safeguards, such as keeping statistical records on ethnic and linguistic groups in special education placements. An appendix lists questions for informal assessment; these address such topics as language, culture, environment, and previous interventions. (CL)

Weiss, Lawrence H.
An Improved Row/Column Scanning System.

PUB DATE- 85
NOTE- 6p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Computers; *Disabilities; Technological Advancement
IDENTIFIERS- *Scanning

The use of row/column scanning, a technique for accessing a large number of selections with a single volitional action, is considered for individuals with disabilities. It is explained that such a scanning approach is particularly useful for those with only one volitional action, or those, such as people with cerebral palsy, who have pointing skills but need access to devices at all times without expending excess energy. Essentials for row/column scanning are listed, and common oversights are explained, including inefficient display panel layouts. The design of a more efficient row/column scanning device is described, and advantages (such as consistency) and disadvantages (such as the need for sophisticated tracking skills on the user's part) of the technique are noted. (CL)

ED 286 337 EC 200 521

Cooper, Judith A.; Hebbeler, Kathleen.
Preschool Evaluation Report: Year 1 Report.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.
PUB DATE- Aug 85
NOTE- 62p.; Executive Summary is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Cognitive Development; Computer Managed Instruction; Delivery Systems; *Disabilities; *Outcomes of Education; Parent Attitudes; Physical Development; *Preschool Children; Preschool Education; Recordkeeping; *Special Education; Student Evaluation; *Test Validity
IDENTIFIERS- *Battelle Developmental Inventory

The report documents activities and findings of the Preschool Evaluation Project which is developing a model for evaluating program provision to handicapped preschoolers and creating a longitudinal data base to track the short- and long-term progress of preschool children receiving special services in Montgomery County, Maryland. During the first year (1983-84) of the data base development phase the project conducted the following data collection activities: testing of 123 handicapped preschoolers with the Battelle Developmental Inventory (BDI); documentation of type and quantity of service provided; survey of parents regarding degree of satisfaction with their child's special education program. Major findings included the following: (1) with the exception of gross motor skills, Project children exhibited significant improvements in all areas of development beyond that expected by maturation alone; (2) the largest gains were in the areas of personal-social and cognitive skills; (3) children labeled multihandicapped made significant gains in all areas but motor skills; (4) children labeled "articulation disordered" or "language disordered" made gains but not in speech and language areas; (5) parents reported overwhelming satisfaction with their preschool child's program; (6) service providers did not use BDI test results in educational planning or discussions with parents. The body of the report details methodology, results, the parent satisfaction survey, and supplementary BDI validation studies. Appendixes include the parents' evaluation questionnaire, the BDI questionnaire, and additional information about the "value-added analysis" approach employed in the study methodology. (DB)

ED 286 354 FL 016 867

Austin, Elizabeth
The Pennsylvania German Dialect: Past, Present, and Future.
PUB DATE- Feb 78
NOTE- 124p.; Master's Thesis, University of Vermont.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Descriptive Linguistics; Diachronic Linguistics; *Dialects; *German; Immigrants; *Language Patterns; *Linguistic Borrowing; *Literature; Morphology (Languages); Phonology; Syntax; United States History
IDENTIFIERS- *German (Swiss); *Pennsylvania Germans

An introduction to Pennsylvania German reviews the history of the Pennsylvania Germans' migration to the United States, examines the Pennsylvania German dialect both historically and descriptively, discusses the literature written in the dialect, and looks at its present status and possible future. Because the dialect is an extreme example of Mischsprache, combining Southwest German and Swiss dialects with English, Pennsylvania German offers an outstanding example of how a language adapts to its surroundings and ensures its survival by absorbing English loan words. The Pennsylvania German dialect will probably continue to be spoken widely, despite its isolation from High German. (MSE)

ED 286 031 CE 048 333

Adjustments Needed in Vocational Agriculture Programs To Meet the Employment Needs of the Food and Fiber System in the Next Decade. A Position Paper.

National Association of Supervisors of Agricultural Education.

PUB DATE- 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agribusiness; *Agricultural Education; Computer Oriented Programs; *Educational Change; *Food; Futures (of Society); *Labor Needs; Postsecondary Education; Secondary Education; *Technological Advancement; *Vocational Education
IDENTIFIERS- *Fibers

The image of the instructional program in vocational agriculture must be changed to reflect a scientific and futuristic nature. The future of vocational agriculture depends upon a willingness of the agricultural education profession to analyze current programs and adjust them to meet the changes of today's rapidly advancing biotechnology and information technology. Technological gains already achieved or just over the horizon include computerized monitoring, gene manipulation, robots, and computerized control of farm systems. Information technologies are predicted to reduce barriers for entry into production agriculture and to increase marketing efficiency. Basic plant and animal research, food and fiber processing, and agribusiness management and marketing are expected to provide the most significant employment opportunities. In contrast, graduates seeking positions in production agriculture, agricultural education, and agricultural communications will encounter strong competition for limited employment opportunities. Supervised occupational experience programs, Future Farmers of America, laboratory experiences, classroom instruction, and adult education must all be modernized to reflect this new image. A balanced combination of the traditional and a newly developed futuristic program of vocational agriculture must then be effectively marketed. (YLB)

Parkinson, Kevin J.
The Delivery of TAFE Services to People in Remote Areas--A Case Study with Generalisations.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-034-6
PUB DATE- 87
NOTE- 200p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria, 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Case Studies; *Delivery Systems; Demography; *Distance Education; Educational Needs; Educational Television; Enrollment Rate; Foreign Countries; Home Programs; Information Networks; Labor Force; Labor Market; *Mobile Educational Services; Postsecondary Education; Rural Areas; *Rural Education; Telecommunications; *Telecourses
IDENTIFIERS- *Australia; TAFE (Australia)

A study examined ways in which Technical and Further Education (TAFE) services might be delivered to persons living in outlying areas of Australia. The study concentrated on the tristate area served by the Broken Hill, Riverland, and Sunraysia colleges. The following means of providing TAFE services were studied: self-study centers, residential facilities at TAFE colleges, branch campuses at centers away from a principal college campus, mobile teaching units, distance education, telecommunication links, and radio and television (including satellite transmission). The study resulted in series of recommendations pertaining to 14 aspects of improving services to residents of remote areas. It was concluded that (1) for purposes of providing TAFE services, the three colleges studied should be treated as a single unit; (2) an area council be established to oversee a rolling triennial plan for TAFE services in the tristate area; and (3) tertiary counseling and credit transfer information services should be established. It was also recommended that cooperation regarding the use of college facilities be expanded, study centers be established, distance education services be expanded, and telematics be given greater emphasis. (Appendixes contain data on course provision and enrollments, additional statistical information, lists of some possibilities for tele-education with equipment required for networking and courses available through external studies, a statement of the duties of a radio education officer, and the budget of the Northern Territory External Studies Centre. A 15-page bibliography is also included.) (MN)

ED 286 083 CG 020 166

Altenburger, Janice D.
Effects of Invasion of Students' Personal Space by Male and Female Authority Figures.
PUB DATE- 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Distance; Higher Education; *Interpersonal Communication; *Nonverbal Communication; Physiology; *Proximity; *Sex Differences; Teacher Student Relationship

Nonverbal communication, which includes proxemics, or the study of an individual's use of space, plays a major role in communication relationships. Culture, gender, and status can all influence one's use of personal space. This study was designed to investigate the physiological effects (heart rate and galvanic skin response) of the invasion of a student's personal space contingent upon the sex of an authority figure (male or female university professor). Twelve male and 12 female undergraduates halted an approaching professor at what was felt to be a distance suitable for a comfortable conversation. The professor then advanced to an invasion distance of 9 inches. Subjects' physiological data were analyzed at both conversation and invasion distances, using t-tests and two-way analyses of variance. The results revealed that student-controlled stop-distances fell within the categories of intimate (contact to 18 inches), casual/personal (18 inches to 4 feet), and social/consultative (4 to 12 feet). Means showed that on an average, professors were permitted within the casual/personal area, with the female mean distance being slightly closer than the male mean. The results also indicated that the sex of the professor did not have a significant effect on the physiological responses of the students. This finding may reflect a change in attitudes toward women and gains in female status. (Author/NB)

ED 286 168 CS 008 937

Levine, Sally F.
Using a Multicultural Language Arts Program Involving School, Home, and Community To Increase Students' Reading Achievement and the Elementary School Faculty's Knowledge of Their Students' Diverse Cultures.
PUB DATE- Jul 87
NOTE- 184p.; Ed.D Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Class Activities; *Cultural Differences; *Culture Conflict; *Curriculum Development; Curriculum Enrichment; Elementary Education; English (Second Language); *Language Arts; Minority Groups; Reading Improvement; Reading Instruction; Reading Research; Reading Skills; Student Motivation; Teacher Student Relationship; Values
IDENTIFIERS- Nova University FL

Noting that elementary school teachers in a large school near a major U.S. city often had difficulty motivating non-native students and increasing their language arts abilities due to lack of information concerning the students' home environments and cultural values, this practicum examined the need to address differences in cultures and values between the elementary school faculty and that of the student and parent population. The introduction offers information about the school and the author's responsibilities as a reading specialist at the school. Chapter 2 contains a study of the problem, focusing in particular on the type of value conflicts faculty had experienced, and an analysis of the related literature. Chapter 3 outlines anticipated outcomes, such as improved student motivation and language arts skills, increased parental and community involvement, and improved teacher understanding of their students' cultures. The chapter also describes evaluation instruments. Chapter 4 offers a solution strategy and contains a report of the action taken, including having non-native speakers address second grade classes, and developing lessons surrounding the speakers' information. Chapter 5 contains results, conclusions, and recommendations, specifically that the program be implemented in all grades, evolving through the grades, into more complex concepts and materials. (Appendixes include letters, language arts scores, evaluations of student motivation, a faculty quiz, a multi-cultural language arts program guide, a faculty appraisal, and parent evaluations.) (JC)

ED 286 182 CS 210 769

Osburg, Barbara
Making T. S. Eliot Easier: Images as the Key to Understanding.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Greater St. Louis and Missouri Association of Teachers of English (St. Louis, MO, April 24-27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *English Instruction; Literature Appreciation; *Poetry; Secondary Education; Teaching Methods; Theory Practice Relationship; Visual Aids
IDENTIFIERS- *Eliot (T S)

Secondary school teachers of English often avoid teaching T.S. Eliot's poetry because they consider his work too difficult for young readers and too full of esoteric allusions. However, at the heart of his work is a variety of rich, concrete images which can be used to reveal his meaning and which can be offered to students in the form of drawings or images on an overhead projector. Teachers can readily adapt Eliot's "The Hollow Men" to this method by drawing "death's dream kingdom," consisting of three scarecrows slumped together, followed by a rat walking over shards of glass, cacti, and a fading star. Teachers, following the poem, can then draw "death's other kingdom," represented by a rose, sunlight on a broken column, a tree, and people singing. Teachers can further distinguish the two halves of the picture by explaining the history of Guy Fawkes, the failed English revolutionary and Joseph Conrad's character Kurtz from "The Heart of Darkness" who together form the keynote of the poem, and placing their names in the appropriate portions of the picture. The vivid images offered in a visual, rather than written, context can help students comprehend Eliot's nightmare vision of the world, and his preference for evil, violent figures who see the world as it is rather than the nondescript, silent majority who populate the twentieth century wasteland. Such a concrete, accessible method also works with Eliot's other poems for example "Prufrock," the "Quartets," and "The Wasteland." (A copy of "The Hollow Men" and sample drawings are included.) (JC)

ED 286 274 EA 019 665

Isaacs, Nigel; Donn, Michael
Closing the Loop--Improving Energy Management in Schools. Energy Research Group Report.
Victoria Univ. of Wellington (New Zealand).
SPONS. AGENCY- New Zealand Dept. of Education, Wellington.
PUB DATE- Jul 87
NOTE- 117p.; Portions of the appendices contain small, broken print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Oriented Programs; *Cost Effectiveness; Databases; *Electronic Control; *Energy Audits; *Energy Conservation; *Energy Management; Foreign Countries; Fuel Consumption; *Heating; School Maintenance; Secondary Education; Utilities
IDENTIFIERS- *New Zealand

A study of the energy savings potential in New Zealand schools demonstrates that considerable reductions in energy costs can be achieved through energy management. An initial examination of available 1985 light, heat, and water expenditures for 268 secondary schools (84 percent of the secondary schools in New Zealand) is followed by the selection of a number of schools for detailed investigation and for action. Three Wellington and four Christchurch schools were monitored with electronic dataloggers during winter 1986, both before and after action had been taken to improve energy management. In all cases remedial work was cost-effective, with pay-back times of not more than 2 years and in some cases of a few months. Savings in heating fuel costs through improved management ranged from 30 percent to 50 percent, far exceeding original estimates. Techniques used included walk-through energy audits, replacement of timeclock boiler controls with self-adaptive optimum start/stop controllers, runhour meters, and repair of faulty controls. Recommendations for further action are given, and a basic approach to an improved energy management program for the Department of Education is outlined. Dispersed throughout the text are 19 tables and 41 figures, and 19 references are included. The appendixes contain a sample printout illustrating the database structure and two summary reports regarding placing control systems in two schools. (MLF)

ED 285 992   CE 048 234

Shiver, Thrisha G.
Sex Equity Linkage and Coordination. Final Report from 7/1/86 to 6/30/87.
Dade County Public Schools, Miami, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 82p.; Project No. DVE 130-15170-7-1E02.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; Career Choice; *Nontraditional Occupations; Postsecondary Education; *Program Development; Program Effectiveness; Secondary Education; Sex Bias; *Sex Fairness; Sex Stereotypes; Student Recruitment; Technical Education; *Vocational Education; *Vocational Schools; Workshops
IDENTIFIERS- Florida (Dade County)

The purpose of a project was to work toward the reduction of sex bias and sex-role stereotyping in vocational education programs in the technical and skill centers in Dade County, Florida. To accomplish this goal, vocational teachers, counselors, and students attended inservice workshops focusing on equity issues. The project provided resources and newsletters that vocational staff might use to encourage students to pursue courses and careers in nontraditional occupations. Further, assessment instruments were developed and used to assess the technical and skill centers' activities for promoting equity. As a result, vocational students expressed a high degree of receptivity to pursuing nontraditional programs and careers. It was also found that although the targeted populations (vocational centers) had not made a concerted effort to focus on equity, attention had been given to reducing sex bias and sex stereotyping in their schools. After receiving technical assistance from the Dade County Office of Vocational, Adult, and Community Education, each center developed an action plan to recruit and retain students into nontraditional programs. (The brief project report is followed by appendices, including sex equity workshop materials, a newsletter update, forms for developing a sex equity improvement plan, two brochures on nontraditional careers, a teacher inservice education component, and a project status report and management plan.) (KC)

ED 286 018 CE 048 301

Sleet, David A.
Safety Belt Programs at the Workplace. WBGH Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- Oct 86
NOTE- 54p.; For related documents, see CE 048 292-305.
AVAILABLE FROM- Prevention Leadership Forum, Washington Business Group on Health, 229 1/2 Pennsylvania Avenue, SE, Washington, DC 20003 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Corporate Education; Cost Effectiveness; *Employee Assistance Programs; Employer Employee Relationship; *Health Programs; Personnel Policy; *Physical Fitness; Program Development; *Restraints (Vehicle Safety); Safety Education; *Traffic Safety; *Well Being
IDENTIFIERS- *Wellness Programs

Cited as the largest single cause of lost work time and on-the-job fatalities for U.S. workers, motor vehicle crashes cause major nonrecoverable losses for U.S. businesses. Workplace programs to encourage employees to wear safety belts can thus help employers reduce traffic accident-related losses of work time and can substantially reduce the medical costs incurred when employees are involved in traffic accidents. Four methods have been effective in increasing safety belt use: laws, policies requiring usage, incentives, and education/information. A number of companies have been quite successful in combining education and incentives to increase safety belt use among their employees. The following factors have been especially important to program success: a strong and active commitment to increasing safety belt use on the part of management, a clearly defined and well-enforced policy of required safety belt use on the job, positive incentives for employee safety belt use, and an ongoing personalized safety education and training program for all employees that emphasizes the need for and benefits of using safety belts. Systematic recordkeeping of motor vehicle accidents in which safety belts were and were not in use, ongoing program promotions, and outreach efforts to encourage safety belt use among employees' families and friends have also been effective. (Fourteen examples of companies offering programs encouraging safety belt use, a discussion of resources for use in developing safety belt programs, a cost projections and savings worksheet, and a model safety belt use policy are included in this document.) (MN)

ED 286 046 CE 048 355

Smith, Jeanne H.
Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program. An Instructional Guide.
Center for Literacy, Inc., Philadelphia, PA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult and Continuing Education.
PUB DATE- 31 Aug 87
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Citations (References); *Computer Assisted Instruction; Computer Software; Educational Resources; *Language Experience Approach; Lesson Plans; *Literacy Education; Phonics; *Reading Instruction; Resource Centers; Teaching Methods; *Tutoring; Volunteers; Word Processing

This guide was designed for trained tutors who teach adult literacy students on a one-to-one basis using a computer with a word-processing program. The guide is organized in five parts. The first part covers the use of computers in adult literacy and the language experience approach, a method in which the student's own words and stories are used as the text for teaching reading. Steps for designing lessons using the language experience approach are given. Part 2 contains sample lessons based on experiences with adult students, and Part 3 consists of resource lists of reading and writing terms and teaching methods. An overview of phonics is included. Additional resources, such as computer terms and more information about word processing, make up Part 4, and Part 5 contains hints for developing and managing a computer center for adult literacy students. A bibliography completes the guide. (KC)

ED 286 070 CE 048 414

McNeil, John M.; Lamas, Enrique J.
Male-Female Differences in Work Experience, Occupation, and Earnings: 1984. Data from the Survey of Income and Program Participation.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Aug 87
NOTE- 49p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Adults; Career Choice; Employed Women; *Employment Patterns; *Females; Income; *Males; *Salary Wage Differentials; *Work Experience

This report contains 23 tables reporting the differences between men and women in lifetime labor force attachment, occupation, and earnings. The information was collected from a sample of approximately 20,000 households in May, June, July, and August 1984, as part of the Survey of Income Program Participation. The first part of this report presents a description of the differences between male and female workers in the frequency of work interruptions, the duration of lifetime work experience, the amount of time spent on current jobs, and occupational patterns; the second part presents an earnings model that shows the relationship between variations in earnings and variations in a set of independent variables that are thought to be related to earnings. Some highlights of the findings are the following: (1) females were much more likely than males to have had periods of time during their adult life when they did not work at a job or business; (2) females tended to have less time on their current job than males; (3) the mean earnings-per-hour figure for male wage and salary workers was $10.53 and the figure for females was $7.13, a female-to-male earnings ratio of .68; (4) the female-to-male earnings ratio was not much higher for workers with no work interruptions than for all workers; (5) 57 percent of male college graduates had majored in law, medicine, dentistry, science, mathematics, business, economics, and engineering, whereas only 28 percent of females had majored in one of these fields; (6) males and females work in occupations that are to some degree segregated by sex; and (7) working in an occupation that has a high proportion of women has a negative effect on earnings. (KC)

ED 286 097 CG 020 180

Wilcox, Jeanie E.

Coping with Conflicts: Participant's Workbook.

Utah State Univ., Logan. Cooperative Extension Service.
PUB DATE- Oct 85
NOTE- 57p.; Cover and some header pages (on colored paper) may not reproduce well. For related document, see CG 020 179.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Conflict; *Conflict Resolution; *Coping; Employees; *Family Relationship; *Interpersonal Communication; Marriage; *Spouses; Stress Management

This is a participant's workbook for a workshop on coping with conflicts and targeted to married couples, especially those in young marriages, and to employees of businesses or corporations. The session titles are: (1) Mismatching Scripts; (2) Changing Scripts; (3) PIESS (Physical, Intellectual, Emotional, Social, Spiritual) Needs; (4) Getting Needs Met; (5) Communication Roadblocks; (6) Opening the Road; (7) Negotiating Skills; and (8) Putting It All Together. The session outlines contain objectives, activities, and homework assignments. Topics covered include identifying conflicts in relationships; understanding and changing the scripts of relationships; identifying physical, intellectual, emotional, social, and spiritual needs; getting one's unmet needs met; identifying communication roadblocks and methods of unblocking them; new ways of communicating, including active listening, gentle confrontation, and "fogging"; and identifying steps necessary in negotiation. The final section includes a conflict skills quiz and a list of recommended reading. (ABL)

ED 286 126 CG 020 210

Gordon, Bill, Comp.; And Others
Health and Personal Life Skills 1987 Curriculum: Junior High School Teacher Resource Manual.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-920794-45-9
PUB DATE- 87
NOTE- 231p.; For curriculum guide, see ED 274 914.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; Career Exploration; *Daily Living Skills; Foreign Countries; *Health Education; Instructional Materials; Interpersonal Relationship; Junior High Schools; Junior High School Students; Self Concept; Sexuality; Student Development; Teaching Guides
IDENTIFIERS- Alberta

This document presents a teacher resource manual to use with the Health and Personal Life Skills Curriculum Guide for junior high school students developed by the Alberta Department of Education in 1986. It provides practical suggestions to teachers, with emphasis on evaluation in the affective domain, teaching the elective portion of the curriculum guide, and teaching the optional curriculum sections on human sexuality. The introduction discusses the program rationale, organization, methodology, sensitivity, human sexuality section, evaluation, instructional methods, resource materials, community agencies and contacts, and visitors. Chapter 1 concerns evaluation and the curriculum and explains the yearly evaluation program, general evaluation activities, and examples of evaluation activities from each of the five curriculum themes: (1) Self-Awareness and Acceptance; (2) Relating to Others; (3) Life Careers; (4) Body Knowledge and Care; and (5) Human Sexuality. Chapters 2, 3, and 4 present each of the first four themes for grades 7, 8, and 9, respectively. Chapter 5 contains the recommended teaching strategies for the optional theme of Human Sexuality by discussing parent and community involvement and the teaching of human sexuality in junior high grades. The activities recommended in the book are based on the curriculum guide and should be used to complement the guide and the authorized learning resources. (NB)

ED 286 155 CS 008 920

Cook, Nancy R.; Hoag, Charles C.
On the Front Lines: A Comparison of Reading Instruction Programs in Two South Carolina Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Part of a national study, the "Whole Day Experience of the Chapter 1 Student."
CONTRACT- 400-85-1015
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basal Reading; Comparative Analysis; *Educational Environment; Elementary Education; Institutional Characteristics; Profiles; Program Effectiveness; *Reading Instruction; *Reading Programs; Reading Research; *Remedial Reading; *Teaching Methods
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; South Carolina

A study compared reading instruction in two South Carolina public elementary schools, Sumner and Danville, that receive federal funding for remedial reading instruction under Chapter 1 of the Education Consolidation and Improvement Act. The two schools vary in many ways--Danville is a "traditional" school in a predominantly black urban environment, while Sumner enrolls students from a relatively well-to-do suburb and a rural poor trailer park community. Data for analysis were culled from diverse sources: questionnaires; interviews with school district Chapter 1 coordinators, principals, teachers, instructional aides, and students; and field notes on the instructional days of Chapter 1 students. Data revealed that Danville used the "pullout" model for remedial instruction, sending students to a reading lab to receive instruction from a teacher and an aide, while Sumner used "floating" aides who worked within the classrooms. Results also indicated that Sumner students received 110 minutes of reading instruction daily, of which 21 minutes was Chapter 1 service. Danville students received 145 minutes of daily reading instruction, and the average Chapter 1 class was 50 minutes long. At Sumner, instruction was mostly in the lecture/recitation format, but at Danville the format was more varied. Findings showed that both schools emphasized the basal reader series, with more time spent on lower order comprehension than on "higher order" thinking. (Tables of data are included, and references are attached.) (NKA)

ED 286 196 CS 210 803

Grade 6 English Language Arts Student Achievement Testing Program Bulletin. 1987-88 School Year.

Alberta Dept. of Education, Edmonton.

PUB DATE- Sep 87

NOTE- 39p.; For the "Grade 6 English Language Arts Curriculum Specifications," see CS 210 804.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Achievement Tests; Critical Thinking; Educational Testing; Elementary Education; Evaluation Methods; Foreign Countries; Grade 6; Integrated Curriculum; *Language Arts; Reading Comprehension; Reading Instruction; *Reading Skills; *Skill Analysis; *Student Evaluation; Test Construction; Writing (Composition); Writing Evaluation; *Writing Skills

IDENTIFIERS- Alberta; Canada

Part 2 of the Alberta (Canada) Education's "Program of Studies for Elementary Schools 1978" (amended 1981), this bulletin describes the planned design, parts, and scoring of the grade six English language arts achievement test to be written in June 1988, and based on curriculum specifications for an integration of thinking and communications skills. The bulletin's first section discusses the purpose, nature, scope, methodology, and procedures for the achievement testing program. The second section describes the development and scoring of part A of the achievement test (composition), and provides a test blueprint, sample assignment, and scoring guides. The final section describes the development of part B (reading, multiple choice), and provides a blueprint of the reading exam, an explanation of cognitive levels under which questions are classified, sample reading selections and questions, and an answer key with a categorical description of each question. (JG)

ED 286 236 CS 505 702

Ishii, Satoshi; Klopf, Donald W.
Human Values in Intercultural Communication: Japan Compared to the U.S.A.
PUB DATE- Aug 87
NOTE- 13p.; Paper presented at the Biennial Meeting of the World Communication Association (Norwich, England, August 3-5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Communication Research; *Comparative Analysis; Cross Cultural Studies; Cross Cultural Training; Cultural Influences; *Culture Conflict; Ethnocentrism; Females; Foreign Countries; Higher Education; *Intercultural Communication; International Relations; *Values
IDENTIFIERS- *Japan; *United States; Values Research

Values are the evaluative and judgmental facet of a culture's "personal orientation system," helping its members determine what is right or wrong, good or bad, important or unimportant. However, the values which are of primary importance to citizens of a particular country may be of only secondary or tertiary importance to citizens of another country, a difference which can lead to problems in international communication. A comparison study demonstrated this problem by examining the differences in values held by Americans and Japanese. A survey was administered to 230 students at Nihon and Otsuma Women's University in Japan and to a similar number at West Virginia University. The students were asked to rate 42 values as being of primary (i.e., worth dying for) secondary, or tertiary value, or of no value. Results showed that the American students attached primary value to independence, individuality, human dignity, democracy, and loyalty, while the Japanese felt only peace was of primary value. Some of the values Americans felt were of secondary importance include hospitality, firstness, aggressiveness, and money, while the Japanese listed independence, individuality, hospitality, and democracy as being of secondary importance. Differences such as these need to be taken into account during intercultural exchanges, and representatives of each culture should make an effort to understand the other's values to avoid hostility and communication breakdowns. (Eighteen references are included.) (JC)

ED 286 249 CS 505 718

Logue, Brenda J.

An Examination of Gender-Based Levels of Participation in CEDA Debate.

PUB DATE- May 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Comparative Analysis; Competition; *Debate; Differences; Females; Geographic Regions; Higher Education; Males; Regional Characteristics; *Sex Differences; Speech Communication; *Student Participation
IDENTIFIERS- Cross Examination Debate Association; *Debate Tournaments

To determine the level of participation by females in Cross Examination Debate Association (CEDA) debate tournaments in the Northeast region of the United States, a study examined gender characteristics of participants in seven regional tournaments in West Virginia, Pennsylvania, Virginia, Maryland, New York, New Jersey, and in the New England states. The findings were also compared to those of a similar study conducted in the western United States. Results indicated that the participation level of women in CEDA at Northeastern tournaments was slightly higher than that in the West (34.6% versus 28.5%). No difference in participation was found between spring semester and fall semester. In the Suffolk Fall Tournament, three times as many women were found to compete in the Novice Division as in the Varsity Division. Results also indicated that the number of male-male debate teams was similar in the East and West; however, the West had more mixed teams and the East had twice the number of all female teams. Win rates for the various gender mixes were found to be similar, and the percentage of women in final rounds of the Northeast tournament was 34.4%, almost identical to the overall percentage of women competing. These results suggest that the gender gap in intercollegiate debate is not nearly as severe as the discrepancies in ethnic/racial participation. (References are appended.) (SKC)

ED 286 262 EA 019 641

Dillinger, LaRane P.
Dropout Prevention Model, Baldwyn High School, Baldwyn, Mississippi.
Baldwyn Separate School District, MS.
PUB DATE- Dec 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; Cooperative Programs; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *High Risk Students; High Schools; Needs Assessment; *Nontraditional Education; Program Development; Remedial Programs; School Statistics; Student School Relationship; *Transitional Programs; Vocational Education
IDENTIFIERS- *Mississippi

This report describes the background and plans for an alternative education program to reduce the high dropout rate at Baldwyn High School in Baldwyn, Mississippi. Research shows that students drop out primarily because they are behind grade level and are older than their classmates. Of Baldwyn High School's approximately 290 students, between 25 and 30 were identified as needing an alternative education program. Almost 60 percent of these latter students are black in comparison to a black enrollment of 38 percent. Most come from families with incomes below the poverty level. The program's objectives are to serve approximately 25 at-risk students each year and to counsel them to complete school. Students will be directed toward vocational training and/or employment opportunities; cooperation from local businesses and junior colleges will be sought. The project's initial phase will include a comprehensive selection process. Selection and enrollment require consent of the student, parents, and counselors. Students seeking a diploma will receive remedial instruction and tutoring; those seeking the GED certificate will receive basic education classes. One full-time instructor will help determine those students in need of remedial education, administer tests, teach five basic areas, and evaluate progress. The school guidance counselor will assist in review and referral. The program should operate on a 12-month schedule in order to maintain students' work toward GED completion and to provide remedial assistance. (CJH)

ED 286 288 EA 019 693

Teacher Tenure in Montana: An Investigation of the Laws and Issues. A Report to the 49th Legislature Joint Interim Subcommittee No. 4.
Montana Legislative Council, Helena.
PUB DATE- Dec 84
NOTE- 61p.; A portion of the appendix contains small, broken print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Collective Bargaining; Due Process; *Educational Legislation; Elementary Secondary Education; Legal Problems; Politics of Education; *School Law; *State Legislation; State School District Relationship; *Teacher Rights; *Tenure
IDENTIFIERS- *Montana

The examination of Montana's teacher tenure laws as mandated by House Joint Resolution 43, required a thorough review of the legislative development of the teacher employment laws, a summary of relevant case law on the rights of school boards and teachers, an awareness of the philosophical postures of the affected parties, and a dispassionate look at the severity of the problems suggested in the study resolution. In addition, during the study process, the Montana Supreme Court decided a number of cases that had direct bearing on various study concerns. This report therefore explores the legal aspects of each concern of the study resolution, indicates the specific issues that emerged during the process of the study, illustrates various options for addressing the issues, summarizes the testimony of interested parties, and documents the subcommittee's actions and conclusions. The first part is a brief history of teacher tenure laws in Montana. The second part addresses (1) the issues surrounding the substantive and procedural rights of tenured teachers and (2) the advantages and disadvantages of the tenure system for teachers, school districts, and communities. The third part examines the issues surrounding the present system of requiring a certain term of years for tenure qualification, while the fourth section examines issues surrounding the fiscal restraints and uncertainties involved in applying the tenure laws. The last two topics addressed are collective bargaining statutes and practices related to tenure and due process alternatives to the current tenure system. References are included, along with subcommittee deliberations and the text of the proposed legislation. (TE)

Kappen, Barbara
Dr. Winkelmann Stories. Parts 1-6.
American Association of Teachers of German.
PUB DATE- 80
NOTE- 75p.; Reprint permission granted by InterNationes, Bonn, Federal Republic of Germany.
AVAILABLE FROM- American Association of Teachers of German, Rt. 38, 523 Building, Suite 201, Cherry Hill, NJ 08034 ($1.95 member, $2.45 nonmember ea., $9.95 member, $12.50 nonmember set).
LANGUAGE- German
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Daily Living Skills; *Dialogs (Language); *German; Instructional Materials; *Interpersonal Communication; Second Language Instruction; Vocabulary Development

A set of instructional materials in German contains six units, each consisting of a dialog (of approximately four pages) between a man and his cleaning lady; a vocabulary list, in English, corresponding to the underlined words in the dialog; content questions and answers, in German; and composition and conversation questions, in German. The unit topics are: Dr. Winkelmann and his cleaning lady; the telephone call; the cold; steaks and salad; the dog's visit; and the birthday. (MSE)

ED 286 006 CE 048 285

Secondary Student and Employer Follow-up. 1986 Sample Survey Report. Vocational Education Research.

Iowa State Dept. of Education, Des Moines. Bureau of Career Education.

REPORT NO.- CE-87-R1
PUB DATE- May 87
NOTE- 208p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; *Employer Attitudes; *High School Graduates; *Outcomes of Education; *Participant Characteristics; Secondary Education; Vocational Education; *Vocational Followup
IDENTIFIERS- *Iowa

A follow-up study was conducted of a 20 percent sample of secondary schools (77) and administrators in Iowa who had students who completed or left vocational programs during the 1984-85 school year. A student follow-up surveyed 1,945 students, and 153 employers were queried. Information was sought through a mailed survey. Student responses were received from 599 of the students and 90 of the employers. The survey showed that 27 percent of the respondents were employed in an occupation related to their training as opposed to 10 percent for program leavers. Completers employed in an occupation unrelated to their training were 16 percent of the respondents compared to 24 percent for leavers. Overall, 43 percent of the completers compared to 34 percent of the leavers were employed in some occupation. About 42 percent of both groups were pursuing continuing education. Six of 10 students found employment with small employers, and more than one-third of the students were employed for more than one year by the reporting employers. Most of the employers rated the students as satisfactory. (This report contains extensive tables and figures describing completer and noncompleter follow-up data and employer data. The appendixes consist mainly of the survey forms. (KC)

ED 286 141 CG 020 225

Harris, Jeff E.; Heesacker, Martin
Cognition in Counseling: Integrating Two Theoretical Approaches.

PUB DATE- May 87
NOTE- 42p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Cognitive Processes; *Counseling Techniques; *Counseling Theories; Learning; Models
IDENTIFIERS- *Cognitive Instructional Counseling; *Elaboration Likelihood Model

Learning and attitude change are two cognitive processes essential to therapeutic change in counseling. Recently two cognitive models that reflect current research and theory, one focusing on learning and the other on attitude change, have each been applied to counseling with promising results. Martin's cognitive instructional counseling (CIC) is a learning or information processing model of counseling. Petty and Cacioppo's elaboration likelihood model (ELM) is a model of attitude change processes that has been applied to counseling. These two models are compatible and complementary with respect to change processes in counseling. By integrating these two distinct approaches to cognitive change in counseling, one based upon learning processes (CIC) and one based upon attitude change processes (ELM), a unified model of cognitive change in counseling can be formulated. The benefits of this integrated decision tree include: (1) providing an example of the unification of different theoretical models that share a common conceptual base; (2) facilitating research based broadly upon relevant cognitive processes; (3) presenting a practical decision tree that can be used and assessed in counseling settings; and (4) providing counselors with examples of ways that counseling researchers can conceptualize counseling. Figures are provided. (ABL)

Kelder, Richard
Entering a Discourse Community: Writing as a Mode of Learning in a Content Course.
PUB DATE- Mar 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; *Content Area Writing; Course Content; Critical Thinking; Essays; *Freshman Composition; Higher Education; *History Instruction; Reading Skills; *Reading Writing Relationship; Teaching Methods; Theory Practice Relationship; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- *Discourse Communities; Mill (John Stuart); Writing to Learn

Assigned to teach a freshman composition course with a history and reading co-requisite, a New York college instructor developed a course in which students would begin to see history--through their reading, writing, and thinking--as a series of events intricately connected with their own lives and ways of looking at the world, rather than something external and unrelated to themselves. Students were given supplementary texts and primary source documents to "personalize" history for them, and they were asked to write essays comparing and contrasting political and social structures, explaining the significance of a historical event, or defining terms in a historical context. After reading John Stuart Mill's essay "On Liberty," students were asked to write an essay considering how much they conformed to a group, and how much public opinion affected their lives. Moreover, they came to understand biography as a historical document when they were asked to write about an event or person in their own lives that affected the way they viewed the world. They were also asked to examine and compare current controversies, such as the religious war between the Sunni and Shiite Muslim sects, and offer solutions. The course successfully brought students into an unfamiliar discourse community, and helped them see how writing can be used to make meaning and shape larger world views. (Nineteen references are included.) (JC)

ED 286 223 CS 505 688

Miller, Christine M.
Paradigmatic and Presumptive Shifts: Thomas Kuhn and Richard Whately in Tandem.

PUB DATE- May 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987). Document has broken dot matrix print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Credibility; Debate; *Models; *Persuasive Discourse; Scientific Methodology; Scientific Principles; *Scientific Research; Standards; Theory Practice Relationship
IDENTIFIERS- Paradigm Argument; *Paradigm Shifts; Scientific Revolution

Acceptance of a paradigm in the scientific community depends upon persuasion, upon the supplying of "good reasons" for supporting one paradigm over another. When one paradigm gains long-term acceptance and becomes the standard for scientific thought, scientists defer to such an authority in their thinking, and such established paradigms serve to guide the practice of science. Consequently, when in the course of a scientific revolution a new paradigm is offered as a challenge to old standards of thinking, the burden of proof is on the challenger, who must now prove good reasons for the shift based on principles of argumentation. Before scientific revolutions occur, an established paradigm has presumption over all challenging theoretical frameworks until sufficient proof is adduced against it. Scientists help to entrench such frameworks by specialized vocabulary and skills which narrow their vision and increase their resistance to change. Paradigms that challenge existing thought, unless they can be accommodated by the old framework, will meet resistance from researchers whose work is grounded in the established paradigm and students who traditionally defer to authority. Once a paradigm has successfully challenged an older framework, it will continue to be regarded as a counter-presumption until it, too, becomes the norm and no longer must defend itself. (References are included.) (JC)

ED 286 304 EC 200 482

Sanspree, Mary Jean; Arthur-Allison, Carol
Interagency Cooperation for Teacher Training.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Community Resources; *Coordination; Higher Education; *Shared Resources and Services; State Agencies; *Teacher Education; *Visual Impairments
IDENTIFIERS- *University of Alabama Birmingham

At the University of Alabama at Birmingham, a diversified program for training graduate level students in visual impairments involves state agencies in the training. Based on needs assessment data, the program was established using community resources as training sites and specialists as course instructors. Facilities participating include the Alabama Institute for the Deaf and Blind, the Alabama Public Schools, the Chauncey Sparks Center for Developmental Disorders, the Eye Foundation Hospital, the Regional Library for the Blind and Physically Handicapped, the School of Optometry-Low Vision Clinic, and the Veterans' Administration Southeastern Blind Rehabilitation Center. The agencies provide information, training sites, and state-of-the-art equipment for use within the vision program. The program provides quality training on a restricted budget. (CL)

ED 286 321 EC 200 500

Flanagan, Malcolm; Dunafon, Donna

Missouri LINC Assistive Device Service.

PUB DATE- 85
NOTE- 5p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Communication Aids (for Disabled); *Disabilities; Electromechanical Aids; Elementary Secondary Education; *Equipment; Postsecondary Education; *Special Education Teachers; State Programs; *Vocational Education Teachers
IDENTIFIERS- Missouri

Missouri LINC Assistive Device Service is part of a state program to help vocational and special education teachers prepare special education students for employment. Assistive Device Services staff respond to requests from school personnel for information on sources for adaptive devices, publishers or distributors, and consultants on specific topics. Information is distributed throughout the state via newsletters, other publications, displays at conferences, and presentations to school staff and conference participants. A copy of the worksheet provided by the service to help school personnel clarify their needs is included. (CL)

Wasman, Marcy
Evaluation of the Dade-Monroe Multiagency Network for Severely Emotionally Disturbed Students.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Sep 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; Computer Oriented Programs; Computer Uses in Education; Databases; *Delivery Systems; Educational Needs; Elementary Secondary Education; *Emotional Disturbances; *Evaluation Methods; Handicap Identification; *Interdisciplinary Approach; Mental Health; *Program Evaluation; Regional Programs; Residential Programs
IDENTIFIERS- Florida (Dade County); Florida (Monroe County)

The evaluation report examines the Dade-Monroe Multiagency Network for Severely Emotionally Disturbed (SED) Students, a 3-year regional (Florida) project to improve education, mental health treatment, and residential services for this population. The program's main components--a regional case management system, a computerized information system, and an interagency council--were designed to address three major state mandated goals: provision of a complete array of services to SED students; improvement of existing services; and continuous multiagency planning, implementation, and evaluation of services. Evaluation methodology included survey instruments, interviews, and examination of relevant records/documents. Major findings of the evaluation included the following: an increase in the numbers of students identified as SED though fewer services per student were provided; improvement in communication, coordination, and cooperation among school programs and agencies; no improvement in the time interval before a student begins receiving services; improvement in the flow of information and implementation of the computerized information system; and provision of case management services by Network staff. Among recommendations are continuation of the project, increased funding levels, and provision of inservice training to agency staff. Appendices include the school/agency survey instrument and the interagency council interview form. (DB)

ED 285 979 CE 048 167

Business Ownership and Management. Arkansas Public School Course Content Guide.

Arkansas State Dept. of Education, Little Rock.

PUB DATE- 87
NOTE- 35p.; For related documents, see CE 048 166-171.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Skills; Course Content; *Entrepreneurship; Grade 11; Grade 12; Human Relations; *Legal Responsibility; Marketing; Minimum Competencies; Money Management; Secondary Education; Skill Analysis; Skill Development; *Small Businesses; State Curriculum Guides; *State Standards
IDENTIFIERS- *Arkansas

This course content guide was developed in accordance with the Standards for Accreditation of Public Schools adopted by the Arkansas State Board of Education. The guide is offered as a framework upon which a curriculum can be built. Within the subject area and at each grade level, the content guide identifies skills at three instructional levels: basic, developmental, and extensions. The basic skills are those skills that all students must master and upon which the minimum performance test items are based. Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing, and problem-solving skills. These extensions suggest ways for the teacher to broaden student learning on a grade level without introducing more basic skills from subsequent grade levels. This business ownership and management guide offers skills sequenced for grades 11 and 12. This guide lists skills for the following three courses: business law (the judicial system, minors, consumer law, business law, contracts, credit, sales contracts, employment, commercial paper, insurance, and real and personal property); entrepreneurship (business environments, social and economic implications of business, decision making, planning, legal aspects of business ownership, legal issues and the small business, capital and credit, protecting assets, management functions, controlling, personnel management, financial management, marketing management, taxes and government regulations, community relations); and junior executive training (JET) (business environments, social and economic implications of business, leadership, decision making, human relations, communications, business machines, planning, legal issues, and other business management functions). (KC)

ED 286 032 CE 048 334

The Role of Supervisors of Agricultural Education in Educating Society about Agriculture. A Position Paper.

National Association of Supervisors of Agricultural Education.

PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Adult Education; *Agricultural Education; Diffusion (Communication); *Information Dissemination; *Outreach Programs; Planning; Program Development; *Supervisors; *Vocational Education

The vocational agriculture supervisor should assist consumers in making better choices, provide career information for young adults, point out job change and retraining opportunities, and impart accurate facts to be used for decision making. Certain personal characteristics are necessary for success in fulfilling the expected role of the supervisor. They include a true interpretation of the field of agriculture, an understanding of the significance of the different sectors in the economy, respect of peers, entrepreneurial skills, ability to analyze current situation, ability to analyze from a long-range perspective, and inner commitment to agriculture. The supervisor's role is also influenced by the state education administrative structure and his/her niche in the larger agricultural scene within the state. Planning an information program strategy is a primary responsibility. Several techniques and activities need to be conceived before a marketing plan is developed. They are research, secure commitment and support, identify resources, maintain contacts, and monitor, assess, and adjust. (YLB)

ED 286 084 CG 020 167

Medicaid: Determining Cost-Effectiveness of Home and Community-Based Services. Report to the Administrator, Health Care Financing Administration, Department of Health and Human Services.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/HRD-87-61
PUB DATE- Apr 87
NOTE- 21p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free; additional copies $2.00 ea.).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Health Services; *Cost Effectiveness; Data Collection; *Deinstitutionalization (of Disabled); Evaluation Criteria; *Health Services; *Home Programs; *Information Needs; Nursing Homes; Recordkeeping; State Programs
IDENTIFIERS- *Medicaid

To examine alternatives to nursing home care, states have been testing home and community-based services under the Medicaid program. Information on the operations of the state projects will be vital to designing cost-effective alternative services in the future. The General Accounting Office (GAO) reviewed state reports to see if accurate, complete, and useful information was being collected. The results revealed that data from most states were inaccurate and not useful. Revisions by the Health Care Financing Administration (HCFA) of its reporting requirements and instructions were implemented in 1986 and should improve the accuracy and usefulness of states' reports. The findings also showed that the HCFA does not know how effectively states' home and community-based services substitute for nursing home care and cannot evaluate whether these programs increase or decrease Medicaid costs. Many people who have participated in community care demonstration projects would not have entered a nursing home had the community-based care been unavailable. To assume that all alternative care recipients use these services to prevent or postpone admission to nursing homes is unrealistic and could lead to false conclusions about program cost-effectiveness. GAO recommends that the administrator of HCFA develop measures of home and community-based services programs' ability to prevent or postpone nursing home care and use these measures to evaluate waiver program cost-effectiveness. (NB)

ED 286 112 CG 020 195

Bleuer, Jeanne C.

Counseling Underachievers: A Counselor's Guide to Helping Students Improve Their Academic Performance.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 87
NOTE- 65p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Counseling Objectives; *Counselor Role; Elementary Secondary Education; *School Counseling; School Counselors; *Underachievement

The stated purpose of this guide for counseling underachievers is to present a first step in the direction of developing a comprehensive, systematic approach to counseling students for academic achievement. Its intent is to emphasize the need for school counselors to place a high priority on, and enhance their skill in, academic achievement counseling; to identify practical applications from research findings; to present a preliminary model for counselor intervention; to organize and present resources and ideas for implementing a comprehenisve counseling intervention program; and to call attention to the need for further research and dissemination on exemplary programs for counseling underachievers. Underachievement is defined, and the reasons for underachievement are discussed. A six-step counselor intervention process is presented, which includes: (1) redefining the role of the school counselor; (2) utilizing research findings to update intervention strategies; (3) developing a comprehensive model for intervention; (4) creating a resource bank of ideas and materials; (5) evaluating and refining intervention strategies; and (6) sharing exemplary practices. A 10-page bibliography is included. The nine appendices include, among other items, an action plan for overcoming achievement barriers and tips for taking notes. (ABL)

ED 286 183 CS 210 773

Cummings, Melbourne S.

Teaching the Black Rhetoric Course.

PUB DATE- 83
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Culture; Black History; Black Studies; Course Content; Course Descriptions; *Course Objectives; Course Organization; Cultural Influences; Curriculum Research; Discourse Analysis; Higher Education; Language Usage; Oral English; Oral History; Oral Language; Persuasive Discourse; *Rhetoric; Speech Communication; Storytelling; Teaching Methods
IDENTIFIERS- Black Communication

Until the late 1960s, rhetoric instruction in the United States ignored forms of rhetoric used by black Americans, although black rhetoric has existed in the United States for as long as black people have lived there. A course in black rhetoric must acknowledge the persuasive intent of all rhetoric, but note at the same time that black rhetoric goes beyond persuasion, and at various times simply addresses the issue of coping or the need for inspiration. The course must also show how the style, language, cultural context, and settings led black rhetoric to develop into an interactive public speaking style in which the speaker, message, and audience become one. By introducing students to the call-response ritual, preaching forms, storytelling traditions, and the concept of "nommo" (generative power of "the word") of black Africa, the course can enable students to understand the historic sources for black rhetoric. The role of audience interaction in storytelling should be emphasized, and the importance of religious and revolutionary rhetoric should also be discussed. Students should become aware that the focus of black rhetoric is on the black people's continuous quest for freedom, equality, security, and respect. The usefulness of rhetoric for gaining legitimacy with white audiences is also important to note. (Ideas for organizing the course, suggested readings, a course syllabus, notes, and bibliography form the second part of the document.) (SKC)

ED 286 197 CS 210 804

Grade 6 English Language Arts Curriculum Specifications.

Alberta Dept. of Education, Edmonton.

PUB DATE- Apr 86
NOTE- 9p.; For the "Grade 6 English Language Arts Student Achievement Testing Program Bulletin," see CS 210 803.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; *Communication Skills; Comprehension; *Critical Thinking; Curriculum Development; Educational Testing; Elementary Education; Foreign Countries; Grade 6; Integrated Curriculum; *Language Arts; *Listening Skills; Reading Instruction; *Reading Skills; Skill Analysis; Speech Curriculum
IDENTIFIERS- Alberta; Canada

Part of the Alberta (Canada) Education's "Program of Studies for Elementary Schools, 1978" (amended 1981), this publication presents the curriculum specifications for the grade six language arts achievement test. These curriculum specifications integrate a taxonomy of levels of thinking skills with a set of five communications skills--writing, reading, viewing, listening, and speaking. The guide organizes the thinking skills under these major headings and subheadings: (1) literal understanding (recognizing and recalling); (2) inferential understanding (inferring, interpreting, predicting, and concluding); (3) application (locating and organizing, classifying, and synthesizing); (4) evaluation (distinguishing, judging appropriateness, and judging worth, desirability, and acceptability); and (5) appreciation (responding). After outlining the percentage of classroom time suggested for each of the communications skills, the document recommends time limits for each level of the thinking skills. The main section of the document presents detailed curriculum specifications suggesting the appropriate communication skill to be used in conjunction with each thinking skill, and the relative percentage of classroom time to be spent on each concept. For example, under the thinking skill heading "Literal Understanding," the ability to recognize and recall main ideas is given 15 to 20% listening time, 10 to 15% viewing time, and 25% reading time, with no speaking or writing time. The relative importance of each thinking skill is weighted according to the recommendations of classroom teachers. (JG)

ED 286 275 EA 019 670

Freiberg, H. Jerome; Knight, Stephanie
External Influences on School Climate.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Ladders; *Compensation (Remuneration); Competition; *Cooperation; *Educational Environment; Elementary Secondary Education; *Incentive Grants; Job Satisfaction; Master Teachers; Motivation; *Professional Development; *Teacher Attitudes; Teacher Persistence; Teaching Conditions
IDENTIFIERS- Isolation (Professional); *Texas

In response to education reform mandates, rewards and incentives such as career ladder and master teacher programs are being designed to break lock-step salary schedules and to retain competent teachers. While these "pay-for-performance" plans seem acceptable to taxpayers, few realize that such approaches have already been tried and proved unsuccessful due to funding limitations and the nature of teacher motivations. In fact, competitive reward systems may foster outcomes antithetical to the best interests of public education. The present study describes the efforts of one rural district in southeastern Texas to develop and implement a nonmonetary incentive program to foster cooperation and communication among teachers. The professional incentive plan evolving from teacher preferences offered grants for special projects, summer institutes, and conferences or workshops. In April 1985 and November 1986, 151 teachers were administered a questionnaire to obtain their perceptions of six school climate dimensions, as well as the recent career ladder and nonmonetary professional incentive plans. Teachers' perceptions of career ladders were extremely negative; career ladders were seen as unrelated to the six school climate indicators. Teachers' perceptions of the professional incentive plan were significantly related to their views of the principal as a leader and their instructional interactions with students. Included are 3 tables and 25 references. (MLH)

Walsko, Gregory M.
Adult Survival Skills Assessment.
PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Basic Skills; *Daily Living Skills; Evaluation Methods; *Functional Literacy; *Informal Assessment; *Minimum Competencies; Nongraded Student Evaluation

The purpose of this instrument is to supplement data from the Adult Basic Learning Examination in assessing the functional level of adults in daily situations. It may also be used as a teaching tool for adults requesting tutoring in specific concepts and skills presented in the instrument. This instrument is an informal assessment instrument and is applicable to teaching the skills and concepts to adults in tutoring situations. Sections include job application, basic competency skills, mathematics, high frequency survival words, preparation directions and abbreviations, pain tablet label, bleach label, motel information, clothing care label, laundromat, frozen dinner, job want ads, map skills, telephone directory, transportation schedule, utility bill, and restaurant menu. An answer key and list of references are attached. (YLB)

ED 286 098 CG 020 181

Moore, Stephanie D.; Slife, Brent D.

The Self-Awareness Process in the Effective Psychotherapist.

PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counseling Effectiveness; *Counseling Theories; Counselor Training; *Models; Personality; *Psychotherapy; *Therapists
IDENTIFIERS- *Self Awareness

No particular psychotherapy technique or professional training has been found to be superior to others. Rather it is where theory and technique meet and come alive, in the personality of the therapist, that a definitive factor in effective psychotherapy appears. One of the personality variables in the therapist, not explored in the psychotherapy research, is that of self-awareness. Self-awareness in the therapist is a construct considered important in many theoretical orientations. Since psychotherapists spend most of their time attempting to promote self-awareness in their patients, it is surprising that so little formal promotion of self-awareness in therapists takes place. No formal model has been advanced to develop this portion of clinical training. The metacognitive or dialectical model (discussed in detail in the document) is a beginning to this development. By adopting a dialectical attitude, the various techniques to facilitate self-awareness of therapists and patients can be used. This attitude can be used by therapists to guide one another in their own discoveries. The potential of the dialectic for exploring more fully the inner experiences in therapy will greatly enhance psychotherapists' abilities as enablers of patients, and will make them more effective as psychotherapists. (ABL)

ED 286 127 CG 020 211

Family Living Including Sex Education: Grades K Through 12. Third Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-0-88315-540-0
PUB DATE- 85
NOTE- 267p.; For related documents, see CG 020 212-213.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Rm. 613, Brooklyn, NY 11201 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Guides; Elementary Secondary Education; *Family Life Education; Primary Education; *Sex Education; *Teaching Methods
IDENTIFIERS- New York (New York)

This document presents a revised curriculum guide for New York City public schools' Family Living including Sex Education programs. It is intended to serve teachers, supervisors, administrators, and parents. Schools are encouraged to use it as a basic guide for developing their own course outlines. The introduction presents program goals, guidelines for implementation, implementation strategies for school administrators, teaching strategies, evaluation, and levels of psychosexual development. Other sections present the curriculum for different grade levels: (1) prekindergarten through grade 2; (2) grades 3 and 4; (3) grades 5 and 6; (4) junior high school; and (5) high school. For each level, several concepts are presented. Each concept includes an expected outcome, motivation, list of strategies, and relevant teacher information. Appendices include a selection of statements in support of a family living/sex education program, a sample letter to parents, a list of clinic services in New York City, a description of parent workshops, and a section on death education. (NB)

ED 286 169 CS 008 938

Miller, Janet A.
Attitudes and Image of Reading Teachers.
PUB DATE- 15 Jun 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Community Attitudes; Educational Attitudes; Elementary Secondary Education; Evaluation Criteria; Higher Education; *Reading Instruction; Reading Research; *Reading Teachers; *Teacher Attitudes; *Teacher Education; *Teacher Educators; Teacher Effectiveness; Teacher Evaluation

A survey examined the attitudes of reading teachers to determine how teachers felt about (1) their undergraduate education in reading and their undergraduate reading instructors, (2) any graduate instructors or professional reading educators, and (3) their own teaching strengths and weaknesses. In addition, the study investigated the attitudes of community members about reading and reading educators. Subjects, 52 practicing reading teachers representing grades K through 12, answered an attitudes questionnaire on reading education, while 26 community members (many with children in the school system or involved with the schools) answered a different questionnaire. Results indicated that the majority of the practicing teachers did not feel particularly well prepared to teach reading as a result of their undergraduate preparation. The teachers generally believed their reading education instructors had been capable but not especially effective, and also felt that their own teaching showed both strengths and weaknesses. Results of the community survey indicated a fair degree of confidence in reading teachers among the lay community, but a general lack of knowledge about how individuals are prepared to become reeading teachers. (NKA)

ED 286 250 CS 505 719

Bishop, Walton B.
Measurement of Information-Based Complexity in Listening.
PUB DATE- Mar 87
NOTE- 25p.; Paper presented at the Annual Meeting of the International Listening Association (8th, New Orleans, LA, March 4-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Communication Skills; Difficulty Level; *Feedback; Interpersonal Communication; *Interpersonal Competence; *Listening Comprehension; Listening Skills; Public Speaking; Speech Communication; *Speech Skills
IDENTIFIERS- *Audience Response; Causal Analysis

When people say that what they hear is "over their heads," they are describing a severe information-based complexity (I-BC) problem. They cannot understand what is said because some of the information needed is missing, contaminated, and/or costly to obtain. Students often face these I-BC problems, and teachers often exacerbate them. Yet listeners can provide feedback that will help the speaker give needed information to reduce I-BC problems. However, careful statistical analysis of the feedback is required before speakers can interpret all the data that listeners provide. Causal diagrams, like those used in marketing and social science research, can be used to indicate how "observable" or "hearable" responses from listeners can be used to infer what is wrong and what is right with presentations on difficult topics. (Appended to the document are: (1) seven pages of causal diagrams; (2) a table of definitions; (3) a table of estimation equations; (4) a flow chart of applications of informational theory to speech communication; and (5) two pages of references.) (SKC)

ED 286 263 EA 019 648

Ainley, John; And Others
School Organization and the Quality of Schooling: A Study of Victorian Government Secondary Schools. ACER Research Monograph No. 29.
Australian Council for Educational Research, Hawthorn.; Victoria Education Dept. (Australia).
REPORT NO.- ISBN-0-86431-048-X
PUB DATE- 86
NOTE- 179p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affective Measures; Curriculum Evaluation; *Decision Making; Educational Environment; Educational Objectives; Educational Policy; *Educational Quality; Educational Research; Foreign Countries; High Schools; Interpersonal Communication; Job Satisfaction; Multiple Regression Analysis; Path Analysis; *Policy Formation; Public Schools; *School Organization; Secondary Education; *Student Attitudes; Student Characteristics; Tables (Data); *Teacher Attitudes; Teacher Morale; Vocational Schools
IDENTIFIERS- *Australia (Victoria)

The study reported in this monograph, which was conducted jointly by the Australian Council for Educational Research and the Education Department of Victoria, investigated the organization and curriculum of government secondary schools in Victoria, Australia, and how those factors influence what teachers do and what views students have of the quality of their school life. Data were drawn from a survey of organizational and curriculum arrangements in secondary schools, a study of teachers and students in a sample of 53 schools, and a series of studies based on field work in a selection of schools. Overall, data sources total 8,464 students comprising the sample from the 53 schools; and 1,646 teachers, representing a response rate of approximately 65 percent. Among the findings were that teachers' job satisfaction was enhanced when there was frequent communication among staff and when they saw the curriculum as being well-coordinated. Students viewed the quality of school life more favorably when the curriculum recognized their diverse aptitudes and when the level of communication among their teachers was high. The report is presented in eight chapters with 35 tables and 71 references. The appendices contain technical notes on sampling, the school life questionnaire, and the teacher questionnaire along with 11 technical references. Copies of the three questionnaires are attached. (MLF)

ED 286 289 EA 019 694

Stromberg, Lars
Functional Opportunities of the School Administration in Municipalities with Local Agencies and Free Municipality Experiments.
National Swedish Board of Education, Stockholm.
PUB DATE- Apr 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Decentralization; Elementary Secondary Education; *Foreign Countries; *Government School Relationship; Politics of Education; Research Design; Research Projects; *School Administration; *School District Autonomy
IDENTIFIERS- *Sweden

Efforts to achieve greater decentralization, deregulation, and management by objectives in the public sector have left an indelible mark on the school sector in Sweden during the 1980s. The experimental scheme of local agencies and free municipalities illustrates two such reforms. Under the free municipality experiment, a number of municipalities and county councils can, for a three-year experimental period, be exempted from certain state regulations governing local activities. This decentralization has been undertaken with particular ends in view: better adjustment to local needs, integration of schools with other municipal activities, more efficient school administration, and a greater measure of influence for politicians and users. Results show that the introduction of local agencies has done little to bring schools closer to the national goals of decentralization. Hopes of making municipal school districts more efficient and less expensive were not realized, due to conflicts of authority between state and municipality that resulted in more, not less, bureaucratic complexity. (TE)

ED 286 305 EC 200 483

Rettig, Michael
Applications of Microcomputers in Early Childhood Special Education.
PUB DATE- 21 Apr 87
NOTE- 17p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accessibility (for Disabled); *Computer Assisted Instruction; *Computers; *Computer Software; *Disabilities; *Early Childhood Education; Evaluation Methods

Research on the use of computers with young handicapped children is summarized. Much of the literature on the topic, it is noted, is speculative; few students are technically sound. Findings are briefly reviewed in terms of the amount of time spent using the computer, social and free play choices, software selection preferences, amount of teacher assistance required, and computer access considerations. An examination of existing software suggests that the majority of the programs use the keyboard as a primary means of response, a level of skill that many young handicapped children do not possess and that many programs have been developed without an adequate research base. Access considerations are also covered, and a procedure for assessing a child's computer abilities outlined in six steps is described. The importance of examining a child's skills--both physical and cognitive--is emphasized in determining if access to the use of computers will be beneficial. (CL)

ED 286 322 EC 200 501

Swift, Richard; Leneway, Robert
Employment Opportunities for the Handicapped in Programmable Automation.
PUB DATE- 85
NOTE- 6p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Automation; *Computers; *Employment Opportunities; Man Machine Systems; *Manufacturing; Physical Disabilities; *Programing; *Severe Disabilities; Technological Advancement
IDENTIFIERS- *Computer Integrated Manufacturing

A Computer Integrated Manufacturing System may make it possible for severely disabled people to custom design, machine, and manufacture either wood or metal parts. Programmable automation merges computer aided design, computer aided manufacturing, computer aided engineering, and computer integrated manufacturing systems with automated production techniques such as robotics and computer inventory retrieval systems. The employment outlook for programmable automation is mixed, but education requirements would include a strong foundation in analytical and problem solving skills. The working environment will become more accessible as a prerequisite to automation. Robotics is not likely to be a promising field for rehabilitation trainees with physical disabilities. Computer Integrated Manufacturing Systems will have great effects on rehabilitation engineering. (CL)

ED 286 356 FL 016 872

Singer, Debbie
Mahlzeit! (Enjoy Your Meal!) German Table Manners, Menus, and Eating Establishments.
American Association of Teachers of German.
PUB DATE- 81
NOTE- 19p.; Objectives and two pages of exercises are written in English.
AVAILABLE FROM- American Association of Teachers of German, Rt. 38, 523 Building, Suite 201, Cherry Hill, NJ 08034 ($1.95 member, $2.45 nonmember ea., $9.95 member, $12.50 nonmember set).
LANGUAGE- German
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cultural Context; *Dining Facilities; *Eating Habits; Foreign Countries; *German; Instructional Materials; Puzzles; Role Playing; Second Language Instruction; *Social Behavior; Vocabulary Development
IDENTIFIERS- *Etiquette; *Germany

A series of short texts focus on German eating habits and types of eating establishments. Vocabulary is glossed in the margin and each text is followed by comprehension questions. Menus from a restaurant, an inn, and a fast-food restaurant; vocabulary exercises; a word search puzzle and its solution; and directions in English for conversational and roleplay activities are included. (MSE)

ED 285 993 CE 048 235

Single Parents or Homemakers. Individualized Career Oriented Program for Equity (I.C.O.P.E.). Final Report from July 1, 1986 to June 30, 1987.

Central Florida Community Coll., Ocala.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 87
NOTE- 80p.; Project No. DVE-7-2D04.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Programs; *Career Education; *Displaced Homemakers; *Employment Potential; *Job Skills; Job Training; Nontraditional Education; *One Parent Family; Self Evaluation (Individuals); *Womens Education

A project provided educational/preemployment training information about options, resources, and support services available for single parents/homemakers to help them become gainfully employed. Specific program activities were aimed at renewing self-esteem, developing employability skills, and learning about community resources and vocational education programs. During the period October to June, 1986-87, 79 individuals were served through these activities. Classes were held for two weeks with the participants receiving approximately 45 hours of training. As a result of attending the classes and through the cooperative efforts of the community college and community resources, 55 percent of the participants either became employed or entered into job training or college courses. A coalition of nine community agencies provided current information and assisted participants to tap into job market opportunities. Pre- and post-self-assessments indicated an observable improvement in self-confidence, ability to communicate, interview skills, salesmanship, problem solving, creativity, time management, and networking. Additional services were support groups for women in transition and transportation assistance for enrollees in vocational education programs. The support group functioned in psychological and educational resource capacities. Appendixes, which make up about 60 percent of the document, include publicity items, self-assessment forms and data, project activities, and correspondence. Also appended is a seven-page survey form providing data about participants. (YLB)

Whale, W. B.

Meeting the Independent Learner Half Way.

PUB DATE- May 87
NOTE- 6p.; Paper presented at a Conference on Change Workshop on Implications for Adult Learning (Regina, Saskatchewan, Canada, May 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Educators; Adult Learning; Continuing Education; Foreign Countries; *Independent Study; *Information Seeking; Lifelong Learning; *Role of Education; *School Role; *Teacher Role

Although information has become the core focus of society, independent learners are bypassing the educational institutions that have responsibility for creating, storing, and disseminating information. One contribution educational institutions can make to independent learners is to teach them the processes by which to gain access to and make judgments about the information that is created and stored in the various subject matter disciplines. People who are classified as independent learners complain that information packaged into courses may be inappropriate--more or less than is needed or in more or less detail than is needed. Courses are an inefficient use of the independent learner's time, so he/she seeks alternative means of access to the needed information. To meet the independent learner half-way, the subject matter specialist can have at least three different functions: organize information in ways appropriate for each of the alternative means for its dissemination; teach how the subject matter is organized, how to gain access to it, and how to make judgments about its value; and perform a translator function to assist learners in their efforts to apply the information in their particular contexts. (YLB)

ED 286 019 CE 048 302

Behrens, Ruth A.
Wellness in Small Businesses. WBGH Worksite Wellness Series.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville; MD. Office of Disease Prevention and Health Promotion.
PUB DATE- Oct 85
NOTE- 21p.; For related documents, see CE 048 292-305.
AVAILABLE FROM- Prevention Leadership Forum, Washington Business Group on Health, 229 1/2 Pennsylvania Avenue, SE, Washington, DC 20003 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Corporate Education; Cost Effectiveness; *Employee Assistance Programs; Employer Employee Relationship; *Health Programs; Personnel Policy; *Physical Fitness; *Program Development; *Small Businesses; *Well Being
IDENTIFIERS- *Wellness Programs

Increasing numbers of small businesses are providing wellness activities for their employees. By instituting wellness programs, small businesses can improve employee morale, engender a commitment from employees, enhance the feeling of "family" among employees, improve worker productivity, and contain health care costs. Wellness programs are especially important for small businesses since small businesses often operate with very small staffs and because health insurance for small businesses is often costly or difficult to obtain. Small businesses can encourage wellness among their employees in the following ways: formulation of policies and implementation of practices aimed at supporting wellness, provision of a supportive physical environment, development of programs to educate employees and their families about the benefits of wellness, provision of small classes, development of incentives (monetary or tangible) for staying healthy, and provision of screening examinations and counseling services. The most successful small business-sponsored wellness programs are generally small, simple, inexpensive, family-oriented, and cognizant of the fact that keeping employees healthy requires providing them with a safe and healthy workplace. (Eleven examples of small businesses that have developed successful wellness programs are included in this document.) (MN)

ED 286 059 CE 048 390

Hayton, Geoff
Occupational Clusters of the Engineering Technical Workforce: Summary Report.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-155-5
PUB DATE- 87
NOTE- 27p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria, 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cluster Grouping; Comparative Analysis; *Educational Needs; *Employment Level; *Employment Qualifications; *Engineering Technicians; *Engineers; Foreign Countries; Job Analysis; *Occupational Clusters
IDENTIFIERS- *Australia; TAFE (Australia)

A study examined the overall structure of Australia's engineering technical work force, the relationships between occupations in each branch and level of the engineering work force, and the job functions of each occupational cluster. The primary purpose of the study was to gather data to assist Technical and Further Education (TAFE) curriculum planners and planners working with other education and training bodies. The analysis was based on two national surveys. The first survey, which was intended to collect general information on the number of workers in each occupational level and branch of engineering, involved a net sample of 1,089 government and industry organizations and 1,090 TAFE and college of advanced education students. The second survey (of a net sample of 1,230 engineering technical workers from all of Australia's states and territories) examined workers' background characteristics and detailed each respondent's job functions. Cluster analysis sorts were carried out by using a statistical rather than a judgmental process, and a cluster diagram was developed after each sorting procedure. Ninety-nine primary clusters were identified. These primary clusters were merged into four major clusters given the following designations: engineering systems and administration (438 respondents), civil engineering and surveying (318 respondents), drafting and design (123 respondents), and electrical and electronic engineering (188 respondents). Job function profiles and background characteristics (including average age, salary, highest education, and proportion of females) were compiled for each cluster. (MN)

ED 286 071 CE 048 415

Nelson, Charles T.
Pensions: Worker Coverage and Retirement Income, 1984. Data from the Survey of Income and Program Participation.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Sep 87
NOTE- 38p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Adults; *Employment Practices; *Income; *Older Adults; Personnel Policy; Retirement; *Retirement Benefits
IDENTIFIERS- Social Security

This document contains 4 charts and 15 tables describing the pension coverage of workers and the income of retirees in the United States as of 1984. Data were gathered through the fourth wave topical module to the 1984 panel of the Survey of Income and Program Participation, conducted from September through December of 1984. The prevalence of pension coverage among different segments of the population, the reliance on employee-directed retirement plans, and differences in the level of economic well-being of today's retirees are some of the topics discussed in this report. Some highlights of the report are the following: (1) two-thirds of the nation's wage and salary workers, aged 25 and over, were covered by employer-sponsored public and private pensions; (2) about 90 percent of workers in firms with 1,000 or more employees were covered by pension plans, compared with one-quarter of those in firms with fewer than 25 employees; (3) pension coverage ranged from only 38 percent of workers with monthly earnings under $500 to 84 percent of those earning $2,000 or more; (4) about one-fifth of wage and salary workers aged 25 or over had individual retirement accounts (IRAs), whereas only 12 percent of workers earning under $1,000 monthly participated in an IRA; (5) the average monthly pension for the 11.5 million retirees receiving a pension was $570, and combined Social Security and pension income brought the average to $930; and (6) the 6.7 million retirees who had pensions with cost-of-living adjustment provisions had average pensions nearly 80 percent higher than retirees with no cost-of-living provisions. (KC)

ED 286 142

CG 020 226

Haag-Mutter, Priscilla

Learning Theories, Career Development Theories, and Their Applications at Two-Year Colleges.

PUB DATE- 85

NOTE- 52p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Career Counseling; *Career Development; *Career Guidance; Career Planning; *Counseling Theories; *Learning Theories; *Two Year Colleges; Two Year College Students

IDENTIFIERS- Holland Self Directed Search

Trait-factor theory, developmental/self-concept theory, personality theory, and behavioral theory are some of the major theories of career development. The first three (trait-factor, developmental/self-concept, and personality) have ties to the gestalt school because of the emphasis on the individual's relationship to the environment. Anne Roe's personality theory of career development integrates the concept of acting in response to and interacting with the environment. Goodstein's and Krumboltz and Thoresen's behavioral theories embody behavioral concepts portraying the client as a reactor, in a need/anxiety state or problem identification made because of early conditioning. The implications for career educators in two-year colleges involve these issues: (1) the need to serve full-time and part-time students of all ages; (2) the need to provide career development to students in the maturity spectrum from early dualism to commitment on the Perry Scheme; and (3) the need to fund student services in a time of retrenchment. A simple delivery system of career planning services is needed. Holland's Self-Directed Search seems suitable for these students. The outcomes of this instrument can be discussed at face value or used as a springboard for career decision-making. All two-year college educators helping students with career decision-making and planning should be aware of the theoretical bases of modern career development and be prepared to aid students in their development. (ABL)

ED 286 156 CS 008 924

Treiman, Rebecca
Levels of Phonological Awareness.
PUB DATE- 22 Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Decoding (Reading); *Language Acquisition; Language Research; Linguistics; *Phonemes; Phonics; *Phonology; Primary Education; Reading Ability; Reading Instruction; *Reading Processes; Reading Research; Sight Method; *Syllables; Teaching Methods
IDENTIFIERS- *Syllabication Ability

While previous studies have investigated children's awareness of two units within words--syllables and phonemes, there is experimental evidence that children are also aware of intrasyllabic units (units intermediate in size between the syllable and the phoneme), and that these units may be useful for teaching phonological awareness and reading. Two experiments investigated children's awareness of phonemes and of two intrasyllabic units, onset (the initial consonant or consonant cluster) and rime (the vowel and any following consonants) in spoken words. Fifty-six kindergarten students participated in the first experiment, and results indicated that while they were aware of both syllables and intrasyllabic units in a word comparison task, they were not aware of phonemes in the same task. Results of the second experiment, in which 20 first grade students compared words differing only in onset complexity, yielded similar results, which again indicates that children find it easier to divide syllables into onsets and rimes than into phonemes. The findings suggest that word segmentation instruction should be sequenced with syllable segmentation instruction and precede instruction in onset and rime segmentation, leaving phoneme segmentation instruction last. Findings also suggest that the ideal approach to reading instruction is a compromise between the whole word approach, which ignores children's ability to segment words, and the phonics approach, which over-emphasizes phonemic segmentation. (References, figures, and tables conclude the document.) (SKC)

ED 286 224 CS 505 690

Oral Communication, Grades K-6. Curriculum Bulletin No. 2. 1976-77 Series.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

REPORT NO.- Curr-00-2040-20; ISBN-88315-429-3
PUB DATE- 76
NOTE- 184p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childhood Interests; Choral Speaking; *Class Activities; *Communication Skills; *Curriculum Development; Curriculum Guides; Drama; Elementary Education; Expressive Language; Group Instruction; Lesson Plans; Listening Comprehension; Listening Skills; Poetry; Reading Aloud to Others; Reading Comprehension; Sequential Approach; *Speech Communication; Speech Skills; *Teaching Methods

Intended for speech teachers and classroom teachers who work with elementary school children, this guide focuses on the sequential development of oral language skills and related skills. Following an introduction is a brief orientation lesson guide designed to interest children in the speech program and introduce the basic forms of communication. The next several sections provide activities for the following: (1) listening; (2) the speech mechanism; (3) voice; (4) choral speaking; (5) pantomime; (6) theater games; (7) creative dramatics; (8) story telling; (9) social interaction and usage; (10) speech sounds; and (11) multimedia materials. Each language arts section contains a rationale, and the guides for activities. All sections list necessary materials, objectives, and culminating and follow-up activities. Several activity sections include nursery rhymes, poems, chants, and stencils for cut-outs. (Four pages of references are included.) (JC)

ED 286 237 CS 505 703

Greenstreet, Robert W.
Researching Sex Roles in Human Communication: An Annotated Bibliography.
PUB DATE- Nov 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Behavior Patterns; Communication Research; Females; *Interpersonal Communication; Language Usage; Linguistics; Males; Psychology; Sex Bias; *Sex Differences; *Sex Role; Sex Stereotypes

Intended to help classroom teachers, students, or researchers fathom or simply explore the impact of sex roles in human communication, these 47 annotated citations cover a variety of sources written in a range of disciplines. Sources, which are arranged alphabetically by author, include books and journals in communication, psychology, linguistics, popular culture, and women's studies. (HTH)

ED 285 980 CE 048 168

Home Economics. Arkansas Public School Course Content Guide.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 87
NOTE- 58p.; For related documents, see CE 048 166-171.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Child Development; Clothing Instruction; Consumer Education; Course Content; Daily Living Skills; Family Life; Food Service; Foods Instruction; Grade 8; *Home Economics; Home Management; Housing; Interpersonal Relationship; *Minimum Competencies; Nutrition; *Occupational Home Economics; Parenthood Education; Secondary Education; Skill Analysis; Skill Development; Skills; State Curriculum Guides; *State Standards
IDENTIFIERS- *Arkansas

This course content guide was developed in accordance with the Standards for Accreditation of Public Schools adopted by the Arkansas State Board of Education. The guide is offered as a framework upon which a curriculum can be built. Within each subject area, the content guide identifies skills at three instructional levels: basic, developmental, and extensions. The basic skills are those skills that all students must master and upon which the minimum performance test items are based. Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing, and problem-solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels. This home economics guide lists skills for the following courses: comprehensive courses (personal living skills, eighth grade, home economics I and II, family living, and independent living); semester courses (child development, clothing and textiles, consumer education, foods and nutrition, housing, home furnishings, and equipment, human development, interpersonal relationships, parenting, and personal resource management); and occupational home economics (child care and guidance management services and food production, management, and services). (KC)

ED 286 033 CE 048 335

Friedel, Janice N.
Labor Market Assessments: An Essential Data Element for Program Development and Evaluation.
Eastern Iowa Community Coll. District, Bettendorf.
PUB DATE- 87
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Demand Occupations; *Educational Needs; Employer Attitudes; Employment Opportunities; *Employment Patterns; *Employment Projections; Entry Workers; Labor Market; *Labor Needs; *Needs Assessment; Surveys; Two Year Colleges
IDENTIFIERS- *Eastern Iowa Community College District

The Eastern Iowa Community College District (EICCD) has conducted labor market assessments in 17 occupations related to its programs. These assessments are an integral component of the EICCD program evaluation process. These assessments provide valuable information in the specific occupational areas regarding (1) characteristics of the local businesses and industries; (2) current and projected local employment needs in the occupational area; (3) required entry-level competencies of new employees; (4) continuing education needs of current employees; and (5) emerging trends in the specific occupational area. The surveys are designed for replication by other educational institutions; with minimal modification, questions unique to local needs and interests can be accommodated. Copies of the assessments for the following occupational/program areas are included in this package: drafting; sales; computer-related occupations; health-related occupations; custodial and building maintenance; radiologic technology; interior design; automotive technology; electronics; heating, ventilation, and air conditioning; auto body repair; diesel technology; farm management; feed and fertilizer marketing; secretarial/clerical; accounting; and printing. (Author/KC)

ED 286 113 CG 020 196

Bradham, Douglas D.; Chico, Innette Mary
VA and HRS Local Coordination of Florida's Home-Based Services to the Elderly.
PUB DATE- 29 Sep 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Agency Cooperation; *Coordination; *Cost Effectiveness; Delivery Systems; *Health Programs; *Home Programs; Home Visits; Models; *Older Adults; Veterans
IDENTIFIERS- Caregivers; *Florida

Florida's District 12 Veterans Administration (VA) wanted to deliver medical case-management services to veterans not receiving home-based services due to the geographic restrictions of the VA's Hospital-Based Home Care Program. The Florida Department of Health and Rehabilitative Services (HRS) desired to demonstrate the effectiveness of nurse case-managed home services in conjunction with caregiver training. This document describes a cooperative demonstration for medically dependent elderly and their caregivers under Medicaid waiver which was developed by Florida's VA and HRS. It presents the TEACH (Train the Elderly And their Caregivers at Home) project and the local service delivery model which was developed. The goals of the project are presented as the reduction of Medicaid nursing home expenditures by delaying or avoiding nursing home placement and the provision of improved support for informal care by the family and other caregivers. The planned evaluation of the TEACH project is discussed as a two-phase process: a service evaluation will assess service cost-effectiveness, impacts on the care receiver and caregiver, and impacts on health service utilization by the targeted Medicaid population over age 65; an interagency coordination evaluation will describe the coordination efforts in terms of domain consensus, goal congruence, and communication. A four-page reference list is included. (Author/NB)

ED 286 184 CS 210 776

Swales, John
Approaching the Concept of Discourse Community.
PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Communication (Thought Transfer); *Community Characteristics; *Concept Formation; Deduction; *Discourse Analysis; Information Networks; Social Networks
IDENTIFIERS- Communication Channels; *Conceptual Analysis; *Discourse Communities; Discourse Organization; Speech Community

Since a discourse community may have its membership assigned both on the basis of speech or of writing, it follows that the concept of discourse community needs to be both medium-neutral and unconstrained by space and time. The defining characteristics of a discourse community might be (1) communality of interest, (2) mechanisms for intercommunication between members, (3) survival by providing information and feedback, (4) development of genre-specific discoursal expectations, (5) possession of an embedded dynamic towards an increasingly shared and specialized terminology, and (6) a critical mass of members with a suitable degree of relevant discoursal and content expertise. Characterizing discourse communities in this way leads to several consequences--the most salient being that the fact that groups have things in common in no way implies that such groups form discourse communities. In addition, sketching the boundaries of discourse communities implies that individuals may belong to several communities and will vary in the number of communities they belong to and thus in the number of genres they command. Other points are that the criteria presented do not impose preconditions as to a prior expectation of a high level of personal involvement among members; a community may or may not be connected to what members perceive as the central activities and concerns of their lives; and discourse communities will vary in the extent to which they are norm developed or set in their ways. (References are attached.) (NKA)

ED 286 211 CS 210 823

Stoeberl, Susan M.

Eliot's "Cats" and a CATalog of Language Arts Activities.

PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Joint Conference of the Greater St. Louis and Missouri Association of Teachers of English (St. Louis, MO, April 24-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activity Units; *Class Activities; Curriculum Enrichment; Grade 7; Junior High Schools; Language Arts; *Poetry; Reading Instruction; Reading Writing Relationship; Spelling Instruction; Student Attitudes; Teacher Attitudes; *Teaching Methods; Theater Arts; Vocabulary Development; *Writing Instruction

IDENTIFIERS- *Broadway Plays; *Cats; Collaborative Writing; Eliot (T S); Writing Assignments; Writing Topics

Inspired by the Broadway musical "Cats" and by T. S. Eliot's collection of poems, "Old Possum's Book of Practical Cats," this language arts teaching unit for seventh grade includes a variety of activities using the poems and musical as focal points. Activity types include the following: (1) reading, listening, and singing activities in which students sing along with songs from "Cats" and read Eliot's poems aloud; (2) writing cat limericks; (3) compiling a cat spelling and vocabulary list, which can be reinforced using sentence dictation, sentence combining, and sentence composing activities; (4) working in groups to compile lists of cat items and then writing an essay centered on the topic of the list; (5) composing humorous cat anecdotes; (6) writing an expository essay after brainstorming or engaging in library research on a cat-related topic; and (7) compiling a booklet of cat poetry from both published sources and student writing. The guide then suggests additional activities such as original poetry writing and creating parodies of Eliot's style, cautions that it is possible to overdo a theme unit like this one, and warns teachers of cat haters to remind students that writing condemning cats can be as appropriate as praise. (SKC)

ED 286 276 EA 019 672

Harrison, William C.; Peterson, Kent D.
Complexities in the Evaluation of Principals: The Relationship between Satisfaction with Evaluation Processes, Criteria, and Sources of Information.
PUB DATE- Apr 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Evaluation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Performance Factors; *Personnel Evaluation; *Principals; Superintendents
IDENTIFIERS- *Satisfaction

Because educational managers are central to effective school administration, states and local school districts are seeking improved methods of evaluating principals. The evaluative process can substantially affect productivity, employee commitment, and evaluation system stability. This study describes the characteristics of a state-mandated evaluation system for principals and the ways that satisfaction with the evaluation process is related to assessment methods, chosen criteria, and sources of evaluative information. Using prior studies and the Natriello and Dornbusch teacher evaluation model, a questionnaire was designed to gather data on methods of evaluating principals and their satisfaction with the process in a southern state employing a complex instrument. The study used a random sample of 200 principals; the response rate was 74 percent. A slight majority (55.6 percent) were satisfied with their evaluation process, while 30 percent were unsatisfied and 21 percent voiced uncertain opinions. Other results concerning the effects of evaluation on principals, the specificity of criteria, the sources of evaluation information, and the statistical differences between satisfied and dissatisfied groups are summarized, with the help of 13 tables. The paper concludes that acceptance of a principal appraisal system is necessary to influence principals' actions positively. Nine factors, centering on clear criteria and superintendent expectations, are also summarized. Included are 11 references. (MLH)

Lazow, Robert; And Others
Bridging the Technological Gap.
PUB DATE- 85
NOTE- 7p.; In: Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984); see EC 200 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; *Employment Opportunities; Job Skills; *Mental Disorders; *Microcomputers; Needs Assessment; Remedial Instruction; Technological Advancement; *Vocational Rehabilitation

The aim of "Bridging the Technological Gap" (BTG), a federally funded demonstration project, is to use microcomputer technology in the rehabilitation of the psychiatrically disabled. Through the use of a custom designed microcomputer software package, clients receive remediation in areas of specific cognitive and behavioral deficits. The project will create software applications focusing on increasing flexibility, impulse control, attention and concentration, mastery competence, and problem solving ability. Additionally, the project will train clients in fields requiring microcomputer skills. A needs assessment which examined existing software used in rehabilitation and/or education and identified the cognitive/behavioral deficits within a psychiatrically disabled population is described. A description of the evaluation plan for the BTG program concludes the paper. (CL)

ED 286 339 EC 200 523

Cavey, Diane Walton
Dysgraphia: Why Johnny Can't Write: A Handbook for Teachers and Parents.
REPORT NO.- ISBN-0-8134-2696-0
PUB DATE- 87
NOTE- 48p.
AVAILABLE FROM- Interstate Printers and Publishers, Inc., 19 N. Jackson St., P.O. Box 50, Danville, IL 61834-0050 ($3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Handicap Identification; *Handwriting; *Learning Disabilities; Parent Role; Program Development; Reinforcement; *Remedial Instruction; Student Evaluation; Teaching Methods
IDENTIFIERS- *Dysgraphia

Intended for teachers and parents, the handbook provides suggestions for diagnosis and remediation of the learning disability dysgraphia (difficulty with handwriting). The seven chapters have the following titles and sample subtopics: (1) "The Student with a Learning Disability" (what causes dysgraphia, the Gerstmann Syndrome); (2) "Parents' Perspective" (early warning signs, do's and don'ts); (3) "Diagnosis and Evaluation" (basic rights of parents and children, evaluation tools, sources of help); (4) "Teacher's Perspective" (recognizing the student with a learning disability); (5) "Developing a Teaching Program" (program planning, teaching basic skills, reinforcement techniques); (6) "Not Working to Ability"? (retention and the fun of writing); and (7) "Creating Successes" (college or vocational training, value of praise, and a case study). (DB)

ED 286 357 FL 016 873

Singer, Debbie
Ihr Ticket fur Munchen (Your Ticket to Munich).
American Association of Teachers of German.
PUB DATE- 81
NOTE- 21p.; Objectives and an activity page are written in English.
AVAILABLE FROM- American Association of Teachers of German, Rt. 38, 523 Building, Suite 201, Cherry Hill, NJ 08034 ($1.95 member, $2.45 nonmember ea., $9.95 member, $12.50 nonmember set).
LANGUAGE- German
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bus Transportation; Class Activities; Foreign Countries; *German; Instructional Materials; Maps; *Rail Transportation; Second Language Instruction; *Tourism; *Travel; Vocabulary Development
IDENTIFIERS- *West Germany (Munich)

Texts accompanied by photographs and drawings introduce students to four means of public transportation and to major tourist attractions in Munich, German Federal Republic. Vocabulary is glossed in the margin, and texts are followed by questions and exercises. Some suggestions for additional activities are given in English. An appendix includes maps of the suburban railway system and the Munich subway system. (MSE)

ED 286 099 CG 020 182

Gattiker, Urs E.; Larwood, Laurie
Career Success: An Exploratory Study of Managers.
PUB DATE- 84

NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Career Ladders; *Careers; *Employee Attitudes; Employees; Foreign Countries; *Success
IDENTIFIERS- Canada

Recent studies have evaluated career strategies and their relationship to career success. Previous research has evaluated career success as perceived by persons evaluating others' careers, generally with such criteria as job title, salary, and promotions. This study examined career success through a combination of objective and subjective measures. Managers (N=194) from 14 businesses, each with 1,000 or more employees, participated by completing a questionnaire assessing their views on career development. The questionnaire contained four segments: social background variables; organizational and situational variables; career strategies and tactics; and success. It was found that the measures formed three factors: (1) level and income, (2) satisfaction, and (3) hierarchical career development. Success on two of the factors, hierarchical career development and level and income appeared best predicted by social background characteristics such as age, years in career, and education. In contrast, organizational and situational variables and strategy factors added little to the prediction of any success factor. Results imply that the efficient allocation of human resources demands that decision makers become increasingly aware of the prevailing perceptions of career success in their employees. The ultimate goal of management should be the best "fit" possible between individual and company needs, to maximize benefits for all involved. (Author/ABL)

Kirkpatrick, Patricia; And Others
The Three R's in a Learning Support Center.
PUB DATE- Oct 86
NOTE- 22p.; Paper presented at the Annual Meeting of the North Central Reading Association (29th, Notre Dame, IN, October 23-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Educational Facilities; Enrollment; *High Risk Students; Individualized Instruction; *Learning Laboratories; Learning Motivation; Learning Problems; Learning Strategies; Metacognition; Reading Habits; Resource Centers; Student Attitudes; Study Habits; *Study Skills; Teacher Role
IDENTIFIERS- Taylor University IN

The Learning Support Center (LSC) at Taylor University in Upland, Indiana, has developed the Three R method--resources, retention, and renewal--of helping high risk students understand the material in their classes and remain in the university. The first method, resources, involves four types of resources--state-of-the-art equipment, qualified personnel, varied services, and stable university programs, and depends upon the large amount of equipment and staff available at the LSC, including a music listening center, a 27-terminal microcomputer lab, teacher education materials, directors, assistants, and numerous tutors. The LSC is also supported by faculty committees, the general education program, the Testing Office, and Student Development. The second method, retention, helps students who are failing remain in the university with specialized help. Twenty-five high risk students are given the same course schedule and are provided with an academic advisor. The students attend a study skills course and are tutored by upper-level students. The final method, renewal, helps students become more motivated and confident about their work by continual encouragement and support. Tutors and small-group instruction are employed, with the goal of giving at-risk students some sense of success and ability. It is hoped that the Three R method will help students be more successful in school, and become eager, self-directed learners. (Six figures consisting of flowcharts and lists are included.) (JC)

ED 286 290 EA 019 695

Wadeskog, Anders

The Outward Efficiency of Schools.
National Swedish Board of Education, Stockholm.
PUB DATE- May 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Decentralization; *Economic Development; *Educational Economics; Elementary Secondary Education; Financial Support; *Foreign Countries; Government School Relationship; Human Capital; *Models; *Politics of Education; Research Design; Research Projects; *Resource Allocation
IDENTIFIERS- *Sweden

The public sector in Sweden is under pressure to augment its productivity and cut costs, and the education sector is faced with the same demands. Most people believe that adequately proportioned, efficiently operating schools are essential to Sweden's long-term economic development, but this is seldom mentioned in connection with spending cuts. In this project, researchers are therefore developing a computerized educational model of the connections between school and long-term economic development. In this newsletter, a collection of essays is described entitled "The Outward Efficiency of Schools--Description," which highlight demands and expectations of schools from three viewpoints: the pupil's view, the organizational view, and the socioeconomic perspective. Also discussed is the ideological vacuum surrounding schools today and the organizational solutions that may emerge from the current process of decentralization. The first stage of the project was to develop a competent reference and dialogue group. As a follow-up, two simple computer models of the interaction between school and the national economy were developed: a growth model and a financial model. During the next stage, researchers plan to test and further develop these models, making them not only simulation tools, but a form of training in macroeconomic theory. The project is scheduled for completion in fall 1988. (TE)

ED 286 306 EC 200 484

Nutter, Susann C.
Artistic Expression through Exposure to the Right Brain Mode and Corresponding Relationship to the Learning Disabled.
PUB DATE- 83
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art Activities; *Brain Hemisphere Functions; Elementary Secondary Education; *Freehand Drawing; *Learning Disabilities; *Perceptual Development; *Reading Difficulties; *Spatial Ability; Teaching Methods; Visual Perception

Research on hemispheric mode functioning indicates that some connections exist between learning disabilities (LD) and right-mode dominance, which suggests that instruction should be offered to develop right hemispheric (spatial perception) abilities in LD persons. The influence on student drawing of the right-left hemispheric shift during reading is examined, and a study is described which evaluated drawing instruction presented to learning disabled students through the right mode channel of awareness. Twenty-five LD students (ages 12 to 21) received drawing instruction based on guidelines from the book "Drawing on the Right Side of the Brain" by B. Edwards. Goals of this method included promoting a positive self-image through successful production of artwork, increasing awareness of concrete spatial relationships in both two- and three-dimensional formats, and increasing visual perceptual awareness in general. The instruction began with a basic draw-a-man task and progressed to further exploration of spatial relations and conscious right mode shifting. Marked differences were found in the subjects' ability to draw and produce artwork when they were encouraged to follow the right mode shifting procedure. Among observations noted were increased student motivation and self confidence. (CL)

ED 286 358 FL 016 874

Hawrysz, Ilse; Budzinski, Elisabeth
Bergsteigen in den Alpen (Mountain Climbing in the Alps).
American Association of Teachers of German.
PUB DATE- 81
NOTE- 6p.
AVAILABLE FROM- American Association of Teachers of German, Rt. 38, 523 Building, Suite 201, Cherry Hill, NJ 08034 ($1.95 member, $2.45 nonmember ea., $9.95 member, $12.50 nonmember set).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Context; Cultural Education; Foreign Countries; *German; Instructional Materials; Physical Activities; *Recreational Activities; Second Language Instruction; Songs; *Travel; Vocabulary Development
IDENTIFIERS- Austria; *Mountaineering; *Recipes (Food); Switzerland; *West Germany

German second language instructional materials contain a short text in German on mountain climbing in the Alps, a vocabulary list with translation, a simple German climbing song, a recipe for goulash soup in English, and a short text in English on mountain climbing. (MSE)

ED 286 375 FL 016 925

Abbi, Anvita; Hasnain, S. Imtiaz

Lexical Modernization and Its Socio-Linguistic Effects: A Case from Indian Urdu.

PUB DATE- 28 May 86

NOTE- 27p.; Paper presented at a Colloquium on the Modernization of Languages and Literatures at the South Asian Languages Analysis Roundtable (Urbana, IL, May 28, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Code Switching (Language); *Communication (Thought Transfer); Communication Problems; *Diachronic Linguistics; Foreign Countries; *Language Attitudes; Language Usage; *Linguistic Borrowing; Mass Media; Modernization; Morphology (Languages); Periodicals; Radio; *Social Change; Sociolinguistics; Surveys; Uncommonly Taught Languages; *Urdu; Vocabulary

IDENTIFIERS- *India; Language Contact

A study examined the linguistic processes involved in the lexical modernization of Urdu and the extent to which the changes affect the efficiency of communication, the Urdu-speaking community, and the language itself. Data were drawn from the language used in popular Urdu daily papers and periodicals covering the complete range of activities in the community at the regional, national, and international levels, and from regional and national radio broadcasts on All India Radio. Listener attitudes toward the radio programs were also recorded. Four conclusions are reached: (1) The influence of English and other surrounding Indo-European languages, especially Hindi, is forcing Urdu to adopt some new linguistic processes, thereby gaining some linguistic traits and losing others during modernization; (2) the raw material for linguistic processes of modernization is most often old and based on classical languages such as Persian and Arabic, bringing back old sounds and lexical items in new contexts and forms and creating a communication gap bridged only by education; (3) both diglossia and code-switching prevail, the former because of lexical acculturation and the latter in an effort to achieve both purity and modernity; and (4) Urdu modernization is creating a communication gap between those with diglossic or code-switching facility and those without it. (MSE)

ED 286 389 HE 020 109

Sanford, Terry
Bassett to Kemp: Academic Freedom Today. The Eighth Earl V. Pullias Lecture in Higher and Postsecondary Education, 1986.
University of Southern California, Los Angeles. Dept. of Higher and Postsecondary Education.
PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; Case Studies; *Censorship; *College Faculty; Educational Environment; *Educational History; Faculty College Relationship; Freedom of Speech; Government School Relationship; Higher Education; *Professional Autonomy; *Teacher Rights

The background on academic freedom in the United States and the current situation are discussed by former North Carolina Governor and Duke University President Terry Sanford. Academic freedom had not been established in the United States even as late as the beginning of the 20th century. In fact, the meaning of academic freedom or faculty rights was not clearly understood as the century turned. Three case studies are recounted: (1) John Spencer Bassett, a history professor at Duke, then Trinity College, who wrote an article in 1903 about the treatment of blacks; (2) Edward A. Ross, a faculty member at Stanford University in 1900 who defended Eugene V. Debs' actions/words; and (3) Jan Kemp, a professor at the University of Georgia in 1983 who taught remedial programs to athletes and who spoke out on corruption in the program. Today there is a trend toward: government regulation of scholarly activities, disruption and harassment of controversial speakers on campus, proposed surveillance of professors, and continuing college violations of academic freedom. It is suggested that faculty members have a duty, not just a right, to pursue controversial and untried propositions. (SW)

ED 286 403 HE 020 658

Brown, Charles I.
The White Presence at Traditionally Black Public Colleges and Universities: A Synopsis, 1837-1980.
PUB DATE- 80
NOTE- 31p.; For a related document, see ED 224 379.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Administrators; *Black Colleges; Black Teachers; Church Role; *College Administration; College Faculty; College Students; Donors; *Educational History; Higher Education; Philanthropic Foundations; Power Structure; *Public Colleges; *State Colleges; Trend Analysis; *White Students

The presence of whites at traditionally black public colleges and universities (TBPCUs) is examined for six periods: the pre-Civil War period, 1837-1859; the period of the educational missionary, 1860-1885; the period of reaction to white control, 1886-1916; the decade of the great philanthropists, 1917-1927; the era of the Bureau of Education, 1927-1954; and the desegregation era, 1954-1980. Two colleges for blacks were helped into existence during the pre-Civil War period by whites. During 1860-1885, several TBPCUs traced their origins to private colleges supported by a missionary group or extensions of the federal government's Freedman's Bureau. Most of these schools were administered and staffed almost entirely by whites. During 1886-1916, there was a new supply of black teachers, and land had been set aside by the U.S. Government for agricultural colleges. As colleges were started by several states or came under state control, they did not have as high a proportion of white faculty and administrators as did church-sponsored colleges. However, white influence on higher education for blacks remained high because of money provided by philanthropists. Consideration is given to colleges that were established during each period. (SW)

ED 286 417 HE 020 677

Kehr, George P.

The Adoption Process for Personal Computers by Faculties in Business Administration and Teacher Education at the College and University Level.

PUB DATE- Jan 86

NOTE- 97p.; Doctor of Business Administration Project, International Graduate School.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adoption (Ideas); *Business Administration Education; *College Faculty; *Computer Oriented Programs; Higher Education; Innovation; *Microcomputers; Questionnaires; Teacher Attitudes; *Teacher Educators

The adoption process for personal computers by faculties in business administration and teacher education at the graduate college and university level was studied. Diffusion Theory (Roberts, 1962) was tested as it related to the adoption of an innovation and the adoption process as the individual passed through the stages of the process (awareness, interest, evaluation, trial, and adoption--the stage at which the individual decides whether or not to actually purchase the product). The study sample consisted of 412 full-time faculty members at 5 accredited graduate schools and the instrument used was a self-reporting questionnaire. It was found that the adoption process did not have a moderating effect on the business administration and teacher education faculty at either the awareness or adoption stages. The questionnaire selected did not have a moderating effect to support the adoption process, possibly because the sample size was too small. Both the business and teacher education faculties showed common response to certain variables, such as the price (ranking first in importance), product attributes (ranking second), information about the product (ranking third), and usage or function (ranking fourth). A literature review considers the evolution and importance of the personal computer as it has been integrated into the college curricula, and the various uses of the personal computer, along with research in the field of computer-oriented programs. The study questionnaire is included. (SW)

ED 286 432 HE 020 692

Allen, Kathleen; And Others
Future Perfect: A Guide for Professional Development and Competence.
National Association for Campus Activities, Columbia, SC.
PUB DATE- 87
NOTE- 104p.
AVAILABLE FROM- National Association for Campus Activities, 3700 Forest Drive, Suite 200, Columbia, SC 29204 (nonmembers, $13.00 each; members, $12.00 each; 2-5 copies, $11.00 each; 6 or more copies, $10.00 each).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Career Planning; Competence; Higher Education; Models; *Professional Development; *Skill Development; *Student Development; *Student Personnel Workers

A professional development plan for a career in campus activities is presented, along with suggestions for implementing the plan. Attention is directed to: professional development as an ongoing process, steps to develop competence, how people learn, personal qualities needed by a student development professional, areas of knowledge and traits that the ideal professional would have, concepts of specific and transferable skills and their significance to the professional student development staff member, how the various components of the model are integrated and examples of how this model can be applied to specific jobs at various stages of a professional's career; practical information about how to assess one's professional competence and design a professional development plan, and the implications of the use of this model for the campus, professional associations, and in the field of student development. The model can help students decide if they would like to be a student development professional and to plan their course of academic and practical experience. Appended are an annotated bibliography, a skills chart, and preparation standards and guidelines at the master's degree level for student services/development professionals. (SW)

ED 286 446 HE 020 764

Agreement between The State of New Jersey and the Council of New Jersey State College Locals (New Jersey State College System), NJSFT, AFT, AFL-CIO, July 1, 1986-June 30, 1989.

American Federation of Teachers, Washington, D.C.; New Jersey State Coll. System.; New Jersey State Federation of Teachers.

PUB DATE- 8 Apr 87
NOTE- 72p.; Not available in paper copy due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Academic Rank (Professional); *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Librarians; Sabbatical Leaves; *State Colleges; Teacher Responsibility; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; Faculty Reassignment; *New Jersey State College System; New Jersey State Federation of Teachers; Personnel Files; Tuition Benefit Programs; Union Rights

The collective bargaining agreement between the State of New Jersey and the Council of New Jersey State College Locals (New Jersey State College System), covering the period July 1, 1986-June 30, 1989, is presented. Items covered in the agreement include: unit recognition, nondiscrimination, no strike/lockout 1986-June 30, 1989, is presented. Items covered in the agreement grievance procedure, union-employer information exchange, union-board relations, union rights, employee rights, faculty responsibilities, employee appointment and retention, promotion procedure, resignation and reassignments, retirement, nonteaching professionals, librarians, department chairpersons, health benefits program, compensation for outside-funded activities, salaries, fringe benefits, vacation-sick leave, holidays, leave of absence, sabbatical leaves, tuition reimbursement, personnel files, safe conditions, management rights, retrenchment, and training and reinstatement. Appended is information on multi-year appointments for professional staff, career development program for all employees, the Harry Moore School, and qualification for faculty ranks. (SW)

ED 286 459 HE 021 013

Lizotte, Alan J.
Crime on Campus, 1978-1979: A Survey of 150 College Campuses and Cities machine-readable data file .
Inter-University Consortium for Political and Social Research, Ann Arbor, MI.
SPONS. AGENCY- Department of Justice, Washington, D.C. Bureau of Justice Statistics.
REPORT NO.- EF-000225; ICPSR-8381
PUB DATE- 85
NOTE- Produced by the Criminal Justice Archives of ICPSR. This data file is comprised of three sub-files: (1) SPSS version 9 file containing control cards; (2) SPSS-X control cards; and (3) the actual data (80 variables in 80-character logical records).
AVAILABLE FROM- Inter-University Consortium for Political and Social Research (ICPSR), P.O. Box 1248, Ann Arbor, MI 48106. Telephone: (313) 764-2570.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Black Students; *Campuses; *College Environment; College Students; Community Surveys; *Crime; Enrollment; Females; Males; Municipalities; On Campus Students; Police; Sampling; *School Security; *Security Personnel; Student Costs; Student Financial Aid; Unemployment; *Urban Areas; Urban Problems; Violence; Young Adults

"Crime on Campus, 1978-1979: A Survey of 150 College Campuses and Cities" is a machine-readable data file (MRDF) that includes statistics (in the form of 80 variables) on violent crimes and property crimes occurring on campuses and in the cities and municipalities associated with them. Information is given on the number of police on the campus and in the city, the total number of students attending the college, and the number of those residing on campus, with breakdowns by male and female for each category. Average dollar amounts are shown for room and board costs and for in-state and out-of-state fees. Percentages are reported for the unemployed, for persons below the poverty level, for blacks in the city, and for black students, as well as for 15- to 19-year-olds and 20- to 24-year-olds in each city. Miscellaneous variables include data on books in the college library, college applications accepted and enrollees accepting, student-to-faculty ratios, as well as percentage of foreign students, percentages of fraternity and sorority members, and percentage of students receiving financial aid. About 25 states are represented in the list of 150 campuses and cities. These data were collected from several sources. Crime rates and police strength for both cities and campuses were collected from the FBI's 1978 "Uniform Crime Report." Unemployment rates were obtained from the Census Bureau's "Employment and Earnings, 1978" and "State and Metropolitan Area Data Book, 1979." The percent of blacks on campuses was obtained from the U.S. Department of Education's "Racial, Ethnic, and Sex Enrollment Data from Institutions of Higher Education, Fall 1978." Campus variables were collected from various standard college reference guides: e.g., "Comparative Guide to American Colleges," "Barron's Profiles of American Colleges," "The College Bluebook," "The College Handbook," "Peterson's Annual Guide to Undergraduate Study Data," "Comparative Guide to American Colleges." TYPE OF SURVEY: Sample survey. SAMPLE: College campuses and their cities (150). RESPONDENTS: Secondary sources. FREQUENCY: Once. YEAR OF FIRST DATA: 1977. (CDM)

ED 286 473 IR 012 806

Masturzi, Elio R.
The Integrated Teaching Unit. A New Approach to Computer Assisted Education.
PUB DATE- 86
NOTE- 12p.; Paper presented at the IBM National Meeting (Milan, Italy, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accounting; Business Administration Education; *Computer Assisted Instruction; Computer Simulation; *Courseware; Developed Nations; Foreign Countries; Higher Education; *Instructional Design; Learning Modules; Multimedia Instruction; Resource Materials
IDENTIFIERS- *Software Design

Based on experience and research findings, this paper discusses the advantages of using an integrated computer based teaching unit consisting of a textbook, educational software, and applications software. It is suggested that the textbook should provide basic background material on the topic, the courseware should be used for simulation, and the application software should demonstrate current applications of the topics studied. A description of the design of such a module for teaching industrial accounting is provided as an example. Four references are included. (MES)

ED 286 490 IR 012 824

Dewalt, Mark W.; And Others
Reading on Television?
PUB DATE- 23 Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Bloomsburg Reading Conference (Bloomsburg, PA, April 23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Interests; Children; *Commercial Television; *Content Analysis; Elementary Education; *Programing (Broadcast); *Reading; Television Research; *Violence

The portrayal of reading, writing, and other selected behaviors on prime-time network television was examined in this two-part study. First, an interest inventory was administered to a sample of 301 elementary students (i.e., grades 1-5) in South Carolina, Virginia, and Pennsylvania to determine their favorite television shows, books, and school subjects. "The Cosby Show," "ALF," "Family Ties," and "The A-Team" were the most highly rated, and at least three samples of each of these shows were included in the second part of the study, which focused on the content of prime-time television programs. Mathematics was the favorite subject of 42% of the students, and 29% chose reading as their favorite. The study of prime-time television used a low-inference measure to record nine specific behaviors exhibited by characters on a sample of 27 prime-time television shows: reading, holding reading matter, writing, smoking cigarettes, drinking alcohol, shooting people, attacking people, killing people, and wrecking vehicles. Results showed significantly more instances of reading than acts of violence per hour, and there were less smoking, drinking, and violence in the shows the children liked best than in the total sample. A discussion of the implications of the findings of this study for parents and teachers concludes the report. Statistical analyses and a list of 19 references are included. (MES)

ED 286 505 IR 052 110

Sunstein, Bonnie S.
Revelation in a Public Library: Reflections on Ethnicity and Teaching.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Anti Semitism; *Ethnicity; *Ethnic Origins; Ethnic Relations; Instruction; *Jews; Personal Narratives; Public Libraries
IDENTIFIERS- *Book Talks; Ethnic Literature; *Orphan in History (Cowan)

This article describes the experience of a teacher invited to discuss Paul Cowan's "An Orphan in History" at a "Let's Talk About It" book program on the theme, "Being Ethnic, Becoming American: Struggles, Successes, Symbols." This was one of a series of book reading and discussion programs jointly sponsored by the American Library Association, the National Endowment for the Humanities, the New Hampshire Humanities Council, and the New Hampshire State Library. The teacher's own search for ethnic roots, personal reminiscences about experiences with anti-semitism, and thoughts about the conflicting ideals espoused by German and Eastern European Jewish ancestors inspired by "An Orphan in History" are compared with the content of the book, which is the personal history of a contemporary journalist who investigates and embraces his Jewish roots. In addition, other readers' reactions to the book are discussed, and it is noted that each reader perceived the book differently and each had an ethnic insight to share. Finally, the four group study questions prepared for the book talk are presented. A listing of four additional books on the same theme which were also discussed at book talk programs is provided. (KM)

ED 286 519 IR 052 124

Dervin, Brenda; Clark, Kathleen
ASQ: Asking Significant Questions. Alternative Tools for Information Need and Accountability Assessments by Libraries.
Peninsula Library System, Belmont, CA.
SPONS. AGENCY- California State Library, Sacramento.
PUB DATE- Jul 87
NOTE- 428p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; Evaluation Methods; *Interviews; Library Personnel; Library Research; Library Services; *Needs Assessment; *Public Libraries; *Questionnaires; Sampling; *User Needs (Information); Users (Information)
IDENTIFIERS- California; *Sense Making Approach

Developed as part of a three-year project funded by the Library Services and Construction Act (LSCA), this manual is designed to present librarians in the State of California with an alternative, "sense-making" approach to assessing the information needs of patrons and potential patrons and to assessing accountability, i.e., whether patron needs have been met. Meant to enlarge options and supplement available approaches, this alternative approach focuses on the translation of library experience and potential into human terms. Following a brief introduction, the project history is discussed, the sense-making approach is introduced, and an overview of 11 research modules for assessing accountability and need is provided. The modules themselves are then presented, and the results of 20 test applications of the modules by 19 libraries are discussed. Finally, a "debriefing" section presents general concerns and questions about the sense-making approach that were expressed by librarians involved in the module testing applications. The text is supplemented with nine tables as well as numerous illustrations and graphs. Eight appendices include a listing of 19 librarians who will serve as a consulting network; guidelines for questionnaire development, interviewing, sampling, content analysis, and data analysis; suggestions for interpreting results; and a 43-item annotated bibliography. (KM)

ED 286 534 IR 052 149

Annual Report of the Librarian of Congress, 1986. For the Fiscal Year Ending September 30, 1986.
Library of Congress, Washington, D.C.
PUB DATE- 87
NOTE- 234p.; For the 1985 report, see ED 273 292; for the summary report for 1986, see IR 052 150.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Cataloging; Copyrights; *Federal Programs; Information Science; Law Libraries; Library Administration; *Library Services; Library Statistics; *National Libraries; Program Descriptions; *Research Libraries
IDENTIFIERS- Congressional Research Service; Copyright Office; *Library of Congress

Fiscal year activities are summarized for seven organizational areas of the Library of Congress: (1) Administration--Office of the Librarian and Management Services; (2) National Programs--American Folklife Center, Children's Literature Center, Educational Liaison Office, Exhibits Office, Federal Library and Information Center Committee, Information Office, National Library Service for the Blind and Physically Handicapped, and Publishing Office; (3) Congressional Research Service, including examples of help provided in congressional deliberations concerning a number of major issues dealt with in the second session of the 99th Congress; (4) Processing Services--cataloging, acquisitions and overseas operations, bibliographic products and services, networking, and staff activities; (5) Research Services--acquisitions, management of collections, automation, preservation, services to readers, Performing Arts Library, publications, public programs, exhibits, administration, and basic workload; (6) Law Library--publications and special projects, acquisitions, organization and personnel changes, professional activities, and collection access and organization; and (7) Copyright Office--workload and production, Copyright Office regulations, legislative developments, judicial developments, and international meetings. Also included are lists of library and trust fund board officers, consultants, and library committee members; information on gifts or bequests; and an organization chart. Statistics on various activities are presented in 10 of the 15 appendices. (KM)

ED 286 547   JC 870 416

Bray, Dorothy, Ed.; Belcher, Marcia J., Ed.
Issues in Student Assessment. New Directions for Community Colleges, Number 59.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-953-X
PUB DATE- 87
NOTE- 122p.
CONTRACT- 400-83-0030
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($12.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022)
DESCRIPTORS- Access to Education; Community Colleges; *Computer Assisted Testing; Educational Technology; *Educational Testing; Essay Tests; Minority Groups; Physical Disabilities; *Student Placement; Teacher Developed Materials; *Testing Programs; Two Year Colleges
IDENTIFIERS- Writing Tests

Three aspects of student assessment are addressed in this collection of essays: accountability issues and the political tensions that they reflect; assessment practices, the use and misuse of testing, and emerging directions; and the impact of assessment. The collection includes: (1) "Expansion, Quality, and Testing in American Education," by Daniel P. Resnick; (2) "The Other Side of Assessment," by Peter M. Hirsh; (3) "Assessment and Improvement in Education," by John Losak; (4) "Value-Added Assessment: College Education and Student Growth," by Marcia J. Belcher; (5) "The Role of the Teacher-Made Test in Higher Education," by Scarvia B. Anderson; (6) "Assessment of Writing Skills through Essay Tests," by Linda Crocker; (7) "A Primer on Placement Testing," by Edward A. Morante; (8) "Accommodating Testing to Disabled Students," by Emmett Casey; (9) "The Impact of Assessment on Minority Access," by Roy E. McTarnaghan; (10) "Technology and Testing: What Is around the Corner?" by Jeanine C. Rounds, Martha J. Kanter, and Marlene Blumin; (11) "Is There Life after College? A Customized Assessment and Planning Model," by Susan S. Obler and Maureen H. Ramer; and (12) "Sources and Information: Student Assessment at Community Colleges," by Jim Palmer. (EJV)

ED 286 560 JC 870 431

O'Hare, Peggy E.

A Study of the Relationship among Placement Test Scores and Gender and Ethnicity of Students in Three Insufficient Academic Progress Groups at the End of Fall Quarter, 1985. General College Studies.

Minnesota Univ., Minneapolis. General Coll.

PUB DATE- Sep 87

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Academic Failure; *Academic Probation; *Educational Testing; Ethnic Groups; Females; *High Risk Students; Males; Predictor Variables; *Scores; *Student Characteristics; *Student Placement; Two Year Colleges; Two Year College Students

A study was conducted at the University of Minnesota's General College to examine the relationship between probationary status and students' gender, ethnicity, and placement test scores. The study involved 186 students on Level 1 probation (i.e., students whose work had fallen below the academic standard for two quarters, including those whose work had improved during their first quarter on probation); 176 students on Level 2 probation (i.e., those whose work had fallen below the minimum standards for three quarters); and 617 students who, after failing to meet academic standards for the first time, had received a general warning letter. An analysis of the gender, ethnicity, and placement test scores of these students revealed the following: (1) no clustering of placement test scores in reading, writing, whole numbers, arithmetic, and algebra was found to suggest that students who earned scores at one or another level of ability were more or less likely to make insufficient academic progress subsequently; (2) there were no significant differences in the placement test scores of Level 1, Level 2, or General Warning students; and (3) no relationship was found between gender/ethnicity or membership in an insufficient academic progress group. (EJV)

ED 286 574 JC 870 458

Vanis, Mary I.; Mills, Karen L.
AzALL: Arizona Adult Literacy Line, 1986-1987. Final Report.
Rio Salado Community Coll., Ariz.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Reading Programs; Community Colleges; *Community Information Services; *Hotlines (Public); *Outreach Programs; Program Development; *Referral; State Programs; Two Year Colleges
IDENTIFIERS- *Arizona

The Arizona response to Project Literacy U.S. (PLUS) was to establish a statewide literacy referral telephone line. The activities leading up to the establishment of the referral line included the following: (1) a telephone with 1-800 capabilities was installed at the Scottsdale Adult Learning Center in September 1986; (2) a referral file/index of major literacy service providers in all Arizona counties and municipalities was designed and compiled; (3) up-dated information was maintained in the referral index; (4) a logging procedure was designed to provide basic information as to the nature of the caller's inquiry, geographical location, the information given, as well as a tally of the total calls received; (5) two staff members were hired and seven volunteers were recruited prior to the start-up of the Arizona Adult Literacy Line (AzALL); (6) staff and volunteers were trained; (7) the operation of the 1-800 AzALL number was monitored on an ongoing basis; and (8) the effectiveness and usefulness of the AzALL number was assessed, revealing that 1,491 calls were received between September 4, 1986 through June 30, 1987 with 55% of the callers seeking opportunities to volunteer their time and 40% requesting information on locations where basic skills were taught. (EJV)

ED 286 589 PS 016 720

Fireman, Gary; Kose, Gary
Children's Awareness of Actions: Getting a Hand on Consciousness.
PUB DATE- May 87
NOTE- 20p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior; *Elementary School Students; *Generalization; Grade 1; Grade 2; Grade 3; *Perception; Piagetian Theory; Primary Education; *Problem Solving; *Training
IDENTIFIERS- *Elaboration; Explanations; *Tower of Hanoi Problem

This study, which was concerned with the ways in which actions can be elaborated and can influence children's awareness of actions, examined the relationship between action and awareness during childrens' performance on the Towers of Hanoi problem. A total of 94 children between the ages of 6 and 8 years were asked to solve a three-disc version of the problem and to describe how they found their solutions. Aspects of performance investigated were subjects' actual performance on the problem, their awareness of their problem-solving activities, their ability to modify their actions in order to adapt to new problems, and the effects of various training procedures on their performance and awareness. Findings suggested that performance can be markedly improved through a variety of training procedures. Performance on the three-disc problem improved as a result of subjects' repeated practice, observation of the completion of the problem, and viewing of a videotape of a prior performance. Distinctions between the three training conditions could be seen in the way the children described their actions and in the way they were able to modify their activities to deal with complicated problems. (RH)

ED 286 604 PS 016 795

Wynn, Ruth L.; Bowering, Jean

Homemaking Practices and Evening Meals in Married and Separated Families with Young Children.

PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Divorce; *Family Life; Family Relationship; *Fatherless Family; *Nuclear Family; One Parent Family; Parent Responsibility; Preschool Children; *Television Viewing
IDENTIFIERS- Eating Out; Food Consumption; Food Preparation; Food Selection; *Meal Patterns; *Role Satisfaction

On the basis of published evidence of the negative effects of marital dissolution on homemaking and the implicit negative effects of father absence on mealtime, it was hypothesized that intact families and families with separated parents would differ in aspects of family life associated with food. Of particular interest were the subhypotheses that (1) separated or divorced mothers would be less satisfied with their roles as parents and homemakers; (2) their families' meal patterns would differ from those of intact families, and (3) more television viewing during the evening meal would occur in the absence of a second adult. A total of 18 married and 18 separated or divorced mothers of preschool children participated in the study. Data were collected through an exploratory questionnaire and a record of seven consecutive evening meals. Differences found between groups were relatively small, and results suggest that separated custodial mothers and their families are making practical adaptations to lifestyle change. However, the degree to which members of such families are vulnerable to health and nutritional risks requires further investigation. Specifically, the quality of food, rather than the arrangements concerning the preparation and consumption of meals, merits further attention. Married mothers catered to parental food preferences, while separated mothers emphasized those of the children. Some between-group differences in meal patterns were found. (RH)

ED 286 618 PS 016 814

McCormack, Sammie
Assertive Discipline: What Do We Really Know?
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Research; *Classroom Techniques; *Discipline; Elementary Education; Program Descriptions; *Program Effectiveness; State of the Art Reviews
IDENTIFIERS- *Assertive Discipline

Ths use of Canter's (1976) Assertive Discipline program as a schoolwide response to classroom problems is gaining nationwide support. The program is designed to provide educators with the competence and confidence necessary to assert their influence and deal effectively with discipline problems. The purpose of this article is to discuss the program and review the limited research assessing its effectiveness. Although the Assertive Discipline training program has been presented to over 400,000 educators throughout the United States since its introduction, only 11 research projects have examined it. The single study in which there was experimental manipulation of classroom control methods to determine positive and negative effects of the program found a classwide reduction of two problematic student behaviors: out-of-seat behavior and inappropriate talking among third-grade students. Other research based on surveys shows a positive relationship between the program and (1) reduction in time devoted to discipline referrals; (2) improvement in classroom discipline and student behavior; and (3) improvement of teachers' and students' self-concept. A second empirical study conducted in 36 Oregon third-grade classrooms observed that classrooms using Assertive Discipline exhibited lower levels of off-task behavior than did classrooms not using the program. (RH)

ED 286 634 PS 016 840

Marzano, Robert J.; Marzano, Jana S.
Contextual Thinking: The Most Basic of the Cognitive Skills.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Ability; *Definitions; Emotional Experience; Guidelines; *Intervention; Objectives; Semantics; Student Attitudes; *Students; *Teaching Methods
IDENTIFIERS- *Contextual Thinking; Mental Models; Operational Concepts; Theoretical Analysis

The purpose of this paper is to operationally define four components of a mental set and describe how students can be taught to be aware of and control their mental set. Parameters of mental set include affect, attitude, focus, and meaning. It is argued that many factors essential to the success of a given task are at least partially, and perhaps greatly, controlled by the affective tone of an individual; the individual's attitudes; the extent to which the individual is goal-directed; and the situational meaning the individual generates. These elements constitute the "context" in which individuals operate from moment to moment. Certain dispositions relative to these parameters "set up" success; others "set up" failure. It is further argued that one of the primary reasons for the breakdown of many classroom learning experiences is poor contextual thinking by students, and perhaps by teachers. While good contextual thinking will not insure knowledge acquisition, its absence will defeat most presentations of content area knowledge. The proposed strategy for contextual thinking, which is meant to be taught and reinforced in the classroom, attempts to make students aware of the four elements of an individual's context, and provide them with a technique for monitoring and controlling the elements in various situations. (RH)

ED 286 650 PS 016 862

Day Care Infection Control Protocol.
Seattle-King County Dept. of Public Health, Seattle, WA.
PUB DATE- Mar 87
NOTE- 91p.
AVAILABLE FROM- Seattle-King County Health Department, Day Care Program, 1406 Public Safety Building, Seattle, WA 98104 ($6.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communicable Diseases; *Day Care; Early Childhood Education; Guidelines; *Immunization Programs; *Prevention; Public Health
IDENTIFIERS- *Child Health; Washington (King County); *Washington (Seattle)

This day care infection control manual was assembled to provide technical guidance for the prevention and control of communicable diseases to child day care facilities in Seattle and King County, Washington. For each disease, the manual provides background information, public health control recommendations, and letters that can be used to disseminate information about the disease to parents. Introductory sections briefly (1) describe licensed day care facilities and roles of day care personnel involved in infection control; (2) list illnesses differing in severity and reportability status; (3) discuss immunization law; (4) provide an immunization schedule; and (5) offer recommendations for the immunization of caregivers. The 36 illnesses described include acquired immune deficiency syndrome (AIDS), chickenpox, conjunctivitis, hepatitis A, hepatitis B, herpes simplex, lice, measles (rubeola), meningococcal disease, mononucleosis, mumps, pertussis, pinworms, poliomyelitis, ringworm, rubella, salmonellosis, scabies, streptococcal infections (streptococcal sore throat and scarlet fever), and tuberculosis. Four reference guides to the control of communicable disease are listed. (RH)

ED 286 664 RC 016 344

Luthfi, Mohamed; Zubair, Habeeba
Innovation in Primary School Construction: Maldives Community Schools. Educational Building Report 12.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 86
NOTE- 74p.
AVAILABLE FROM- UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Building Innovation; Building Plans; Classroom Furniture; *Community Schools; Construction Materials; Developing Nations; Educational Facilities Design; Educational Facilities Planning; Elementary Education; *Elementary Schools; Enrollment; Foreign Countries; *Furniture Design; *Government Role; *School Buildings; School Community Relationship; *School Construction; Small Schools
IDENTIFIERS- *Maldives

The Maldives experience of constructing community schools is examined to show how other small countries may overcome the special problems faced in designing and building schools. External assistance for design, and training of national personnel qualified neither as architects or engineers, was used to make up for the lack of a permanent unit for school design and construction, and a lack of knowledge of changing technologies. An historical perspective of primary education in the Maldives is presented, outlining the transition of the school from home-based, religious entities to the establishment of the Ministry of Education and finally to the government-run schools of today, whose policy is to expand educational facilities to all parts of the country by upgrading existing traditional schools and/or building new ones, and to assist them in their functioning. Community schools, once completed under the Ministry of Education, are used by the community for seminars, meetings, parties and film shows, and by teachers for training. Designs for community school buildings and furniture plans are included and the structure of the government with relation to school construction and scheme of work is outlined. Seven tables, 25 illustrations and 3 annexes are included. (JMM)

ED 286 677   RC 016 397

Altschuld, James W.; And Others
Facilitator's Guide to Staff Training for the Rural America Series. Module V: Resources. Research and Development Series No. 149F.
Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 36p.; For related documents, see ED 142 752, ED 142 756, ED 142 762, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Education; Cooperative Programs; Elementary Secondary Education; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; Postsecondary Education; Program Development; Program Guides; *Resource Materials; *Rural Schools; Small Schools; Staff Development
IDENTIFIERS- *Facilitators; *Rural America Series

To have an effective career guidance and counseling program, it is necessary to know and use pertinent resources. This module provides facilitator guidelines for training staff in the use of three "Rural America Series" handbooks: (1) "Resource Assessment" which depicts a major step in the planning process, (2) "Career Guidance Resources" which contains abstracts of material and program resources, and (3) "Desk Reference" which presents ideas relating to program implementation and answers to career guidance questions presently asked of counselors. The module considers types of resources (material, human, facilitative, and organizational); how to identify local resources through personal knowledge, the telephone directory, other directories, and various local organizations; and how to develop a systematic resource management system. Techniques used to present these concepts and resources include large group presentation, simulation, and discussion. A module overview, detailed facilitator outline, and sample participant materials and transparency masters are included. (NEC)

Altschuld, James W.; And Others
Facilitator's Guide to Staff Training for the Rural America Series. Transparency Masters, Modules I-XIV. Research and Development Series No. 149R.
Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 102p.; For related documents, see ED 167 811, ED 170 477, and RC 016 392-408. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Education; Cooperative Programs; Educational Resources; Elementary Secondary Education; *Guidance Programs; *Leadership Training; Learning Modules; Postsecondary Education; Program Guides; *Rural Schools; Small Schools; Staff Development; *Transparencies; Visual Aids
IDENTIFIERS- *Facilitators; *Rural America Series

The transparency masters appearing in 14 modules in the "Facilitator's Guide to Staff Training for the Rural America Series" have been compiled in this document to facilitate their duplication and to insure the integrity of the entire system by placing an extra copy of each transparency in a binder for easy access. The masters are in the same order as, and are numbered as, they appear in each module. Also, all pages have been perforated to assist in duplication. The transparencies are an integral part of each module. They provide visual reinforcement for key concepts in the planning, development, implementation, and evaluation of comprehensive career guidance programs. They are an excellent complement to the other instructional techniques (lectures, group discussions, exercises, etc.) contained in the modules of the Facilitator's Guide. The facilitator is strongly encouraged to take advantage of these aids in teaching others to use and understand the Rural America Series. (NEC)

ED 286 702 RC 016 435

Dyson, Deborah S.
Utilizing Available Resources at the Local Level. Fact Sheet.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 83
NOTE- 4p.
CONTRACT- NIE-400-83-0023
AVAILABLE FROM- ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adjustment (to Environment); *Community Resources; *Community Services; Educational Resources; Elementary Secondary Education; Employment Opportunities; Extracurricular Activities; Health Services; *Migrant Education; *Migrants; Outreach Programs; Preschool Education; *Social Services; *Youth Opportunities

Migrant children should become acquainted with their communities, however briefly they live in them. They should learn what the community represents, the services that a community offers, and how their lives can be improved by making use of those services. Migrant students should have the opportunity for involvement in extracurricular activities so that they might develop special talents and social skills. By adding these components to the basic educational plan, migrant children will gain a better understanding of how education can lead to an improved way of life. Educators who help migrant children adjust to new surroundings will want basic knowledge of children with limited English proficiency as well as information about how migrant children relate to their teachers. As a result of federal and state legislation, many local services are now available to migrants, including a variety of educational programs, health services, and welfare services. Migrant children's understanding of their communities can be dramatically increased by direct contact with community resources and programs by way of field trips and community-focused career education programs. Extracurricular programs for migrant children should consider issues such as transportation and informing parents of available programs. The bibliography cites 10 references, 9 available from ERIC. (JHZ)

ED 286 715 SE 048 373

Corbosiero, Louis J., Jr.
The Teaching of Grade 7 Geometric Concepts Using LOGO.
PUB DATE- 86
NOTE- 162p.
AVAILABLE FROM- Mr. Louis J. Corbosiero, Jr., Pollard Middle School, 200 Harris Ave., Needham, MA 02192 (package including diskette or diskette separately, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Courseware; *Geometric Concepts; Geometry; *Grade 7; Junior High Schools; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Programing Languages; *Secondary School Mathematics; Teaching Methods
IDENTIFIERS- *LOGO Programing Language

This document provides activities that teach seventh grade geometric concepts by using the LOGO programming language. The entire package consists of the printed text and an accompanying diskette which is integral to the program. The package contains 17 lessons; all but two of the activities contain a pre-activity reading, a pre-activity written page, a computer activity, and a post-activity written page. The lessons deal with: (1) points in a coordinate plane; (2) the vocabulary of geometry; (3) angles; (4) circles; (5) bisecting segments and angles; (6) angle relationship; (7) perpendicular and parallel concepts; (8) polygons; (9) triangles; (10) quadrilaterals; (11) congruent polygons; (12) symmetry; (13) similar polygons; (14) solid figures; (15) transformations; (16) spirolaterals; and (17) a geometry review. Also included in the document is a LOGO dictionary and a LOGO bibliography. (TW)

ED 286 730 SE 048 568

Alternative Certification Program for Critical Teaching Fields.

Georgia State Dept. of Education, Atlanta. Div. of Teacher Education and Staff Development.

PUB DATE- Jul 87
NOTE- 183p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Language Teachers; Mathematics Curriculum; Mathematics Education; *Mathematics Teachers; Science Curriculum; Science Education; *Science Teachers; Secondary Education; Secondary School Mathematics; Secondary School Science; Second Languages; State Boards of Education; *Teacher Certification; *Teacher Shortage
IDENTIFIERS- *Alternative Teacher Certification; *Georgia

The State of Georgia has been experiencing a critical shortage of secondary teachers in the fields of science, mathematics, and foreign language. It is predicted that this shortage of fully trained science, mathematics, and foreign language teachers will continue into the foreseeable future. In order to attract additional individuals into these teaching fields, the Georgia State Board of Education has provided an alternative route to certification for critical teaching fields. This document describes these options, including: (1) the current state certification options; (2) the alternative certification route; (3) the internship program; (4) an introduction to course guides for curriculum and methods; (5) managing the classroom (which deals with organizing time, space, and materials, as well as communicating with students); (6) organizing the curriculum; (7) delivering instruction; (8) evaluating students' knowledge and skills; and (9) human growth and development. (TW)

ED 286 745 SE 048 584

Clement, John; Brown, David

Using Analogical Reasoning to Deal with "Deep" Misconceptions in Physics.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 18 May 84
NOTE- 20p.
GRANT- 6008302557
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Structures; *College Science; *Concept Formation; Higher Education; Learning Processes; *Misconceptions; *Models; *Physics; Science Education; Science Instruction; Scientific Concepts; Secondary Education; *Secondary School Science
IDENTIFIERS- *Analogical Reasoning

In this paper examples of the role of analogical reasoning in expert problem solving are presented. These are intended to show that using an analogy can change an expert's understanding of a problem situation by changing the conceptual model he or she uses to think about the situation. This suggests that using a good analogy may allow students to overcome a deep misconception by helping them to change the conceptual model they use to think about a physical phenomenon. This pilot study presents evidence from a tutoring interview showing that the use of analogies can help in overcoming misconceptions. The main strategies employed to effect conceptual change (taken from strategies observed in expert protocols) were the use of analogies and specific techniques for confirming these analogies. It is suggested that analysis of such tutoring interviews could lead to a cognitive model for how deep misconceptions may be changed during learning. Potential classroom applications are considered briefly. Several figures are provided. (TW)

ED 286 359 FL 016 875

Hawrysz, Ilse; Budzinski, Elisabeth
Deutscher Fussball (German Football).
American Association of Teachers of German.
PUB DATE- 81
NOTE- 6p.
AVAILABLE FROM- American Association of Teachers of German, Rt. 38, 523 Building, Suite 201, Cherry Hill, NJ 08034 ($1.95 member, $2.45 nonmember ea., $9.95 member, $12.50 nonmember set).
LANGUAGE- German; English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cultural Education; Foreign Countries; *German; *Instructional Materials; Second Language Instruction; *Soccer; Vocabulary Development
IDENTIFIERS- *West Germany

German second language instructional materials contain a short text in German on soccer, a vocabulary list with translation, rules of the game (in English), and a diagram of a soccer field with position names in German and English. (MSE)

ED 286 474 IR 012 807

Curtis, P. A.; And Others

Measuring Computer Literacy in Colleges of Agriculture: Results, Conclusions and Implications.

Texas A and M Univ., College Station. Dept. of Agricultural Economics.

REPORT NO.- FP-86-11
PUB DATE- Oct 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Analysis of Variance; *College Students; *Computer Literacy; *Curriculum Development; Higher Education; Majors (Students); Questionnaires

A computer literacy assessment instrument was developed to evaluate the current level of computer literacy of students enrolled in agricultural classes at Texas A&M University. A faculty member from each of the 19 departments in the College of Agriculture was asked to recommend two classes representative of the students in his or her department, and the survey was administered to this sample of 895 students. Results were analyzed by analysis of variance techniques to determine if there was a significant difference in literacy scores between students in the freshman, sophomore, junior, senior, or graduate classifications, and Duncan's multiple range test was used to separate the means. Scores were stratified to include those specifically related to computer hardware, software, programming, agricultural computer use, miscellaneous technical questions, and computer experience with six specific software packages. Scores were also analyzed for differences due to the students' majors. Results indicated that, regardless of high school experience, freshman literacy scores were below those of seniors. It is concluded that the responsibility for computer literacy should be placed on the university, and several ways in which departments can work toward this goal are suggested. Statistical analyses are included, 12 references are listed, and the survey instrument is appended. (MES)

Simpson, Nan
Evaluation of the Hinsdale School District 181 Telewriter Program.
Institute for Educational Research, Glen Ellyn, IL.
PUB DATE- Apr 82
NOTE- 32p.; Contains some light and broken type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Audiovisual Aids; Classroom Communication; Distance Education; Educational Technology; Elementary Education; *Elementary School Mathematics; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Student Attitudes; *Telecommunications
IDENTIFIERS- *Telewriting

Telewriting is the program using Victor Electrowriter equipment to broadcast lessons to the elementary schools in the Hinsdale (Illinois) district. This study was organized for two purposes. First, the study was intended to complement and extend the evaluation activities which have been carried out periodically, and second, it was designed to address some key questions posed by district administrators. The issue central to these questions was whether telewriting should be made available to qualified fifth grade students in all elementary school buildings in the district. Three kinds of data including: (1) objective (or test score) data; (2) student self-reports on two attitude questionnaires; and (3) observational data reported by IER (Institute for Educational Research) research staff, were collected for current sixth grade students (some of whom participated in the telewriter program in fifth grade on a trial basis). Results indicated that previous participation in the fifth grade Telewriter program did tend to perform better on certain kinds of tests than students who were in the program only during sixth grade, but that factor did not seem to contribute significantly, either positively or negatively, to the attitude or motivation of sixth grade Telewriter students. (TW)

ED 286 746 SE 048 585

Clement, John

Observed Methods for Generating Analogies in Scientific Problem Solving.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 1 Nov 83
NOTE- 43p.; Contains some light and broken type.
GRANT- SED80-16567
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Structures; *College Science; Concept Formation; Higher Education; *Learning Processes; *Models; *Problem Solving; Science Education; Science Instruction; *Scientific Literacy; Secondary Education; *Secondary School Science
IDENTIFIERS- *Analogies

This paper presents evidence to indicate that spontaneously generated analogies can play a significant role in the problem solving process of scientifically trained individuals. In addition, it is suggested that these individuals exhibit more than one method for generating analogies. Ten scientists (representing physics, mathematics, and computer science), were asked to solve a problem involving a spring and weight. Subjects were asked to verbalize their thought processes, which were audiotaped. An analysis of the results indicates that analogies can be generated by an associative process which triggers the new involvement of an old but separate idea, or they can be generated by a transformation process which modifies the current problem situation. Both generation processes are considered to be creative acts, and may be important sources of creative power in scientific thinking. In contrast to the common view of analogous cases, this study indicates that the novelty of a number of the analogies generated by a transformation suggests that they are newly constructed cases, rather than cases recalled directly from memory. These findings may have significant educational implications for the learning of scientific models and the transfer of knowledge to new situations. Numerous figures are supplied. (TW)

ED 286 376 FL 016 926

Ittzes, Kata
A Closer Look at Cloze.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; *Cloze Procedure; Comparative Analysis; *English (Second Language); Foreign Countries; Hungarian; *Language Tests; Language Usage; *Scoring; Second Language Instruction; Teacher Attitudes; Test Format; *Test Use; Uncommonly Taught Languages
IDENTIFIERS- Hungary

A Hungarian teacher of English as a foreign language (EFL) chronicles her research on the use of the cloze procedure in her native country's EFL classes. The research began as an effort to convince other teachers of the test format's usefulness, and ultimately led to further study of the factors affecting responses and scoring and the comparability of responses on English and Hungarian language cloze tests. Some data from the research are presented. A major conclusion arrived at is that this type of research is not only appropriate but manageable for classroom teachers and can contribute to the fields of both linguistics and language teaching. (MSE)

ED 286 390 HE 020 224

Ottinger, Cecilia A., Ed.
Higher Education Today: Facts in Brief.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

PUB DATE- Jan 87
NOTE- 60p.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, NW, Washington, DC 20036-1193 ($8.00 per copy, nonmembers; $5.00 per copy, members; orders must be prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Students; *Economic Climate; *Educational Trends; Enrollment Trends; *Females; Higher Education; Low Income Groups; Majors (Students); *Minority Groups; School Demography; *Student Financial Aid; Trend Analysis

Trends affecting U.S. colleges and universities are identified in 44 charts and statistical tables. Information is provided on demographic and economic trends, women and minorities, campus and institutional trends, enrollment, student majors, and student financial aid. Specific topics include: inflation, family income and savings, the supply of high school graduates, adult continuing education, the predicted teacher shortage, General Education Development testing, women chief executive officers, women faculty and tenure, women earning professional degrees and doctorates, college attendance of minorities and low-income students, enrollments at community/junior and technical colleges, private college enrollments, teacher education entry testing, faculty trends, college costs, voluntary support of higher education, federal funds for science and engineering research and development, college and business ties, the impact of national reports, foreign language college preparation, enrollment in career-oriented fields, enrollment of nontraditional students, number of career degrees, foreign student enrollments and attainment, low-income students and federal student aid, the purchasing power of Pell Grants, and loans to students. (SW)

ED 286 404 HE 020 659

Slabbert, Isa

An Evaluation of the Management Training and the Career Anchors of a Group of MBA/MBL Graduates.

Human Sciences Research Council, Pretoria (South Africa).

REPORT NO.- HSRC-RGN-MM-116; ISBN-0-7969-0476-6

PUB DATE- 87

NOTE- 184p.

AVAILABLE FROM- Human Sciences Research Council, Private Bag X41, Pretoria 0001, Republic of South Africa.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Education; *Business Administration Education; College Graduates; *Educational Benefits; Employment Experience; Foreign Countries; Graduate Surveys; Higher Education; *Masters Programs; Outcomes of Education; Professional Continuing Education; *Program Evaluation; Questionnaires; *Student Attitudes

IDENTIFIERS- *South Africa

The perceptions of individuals with postgraduate management training at a South African university concerning their management training, their managerial skills, and their career anchors (the dominant elements governing an individual's career choices) were studied. The theoretical framework for the study was based on the organizational/individual interaction as well as on components of managerial competence. From a study of 1,005 questionnaires, it was found that, apart from the training in some specialized subjects, the majority of respondents were satisfied with the standard of training at the business schools. The respondents indicated, however, that their job experiences were of more value than their management training as far as the development of managerial skills was concerned. Their assessment of the degree to which they possessed the requisite managerial skills was influenced by their age group, managerial level, and employer sector. The dominant career anchor of the group was identified as managerial competence. It was also found that their career anchor influenced their choice of employer sector as well as the occupation and geographical location they chose. Their career anchor also varied according to age and managerial level. The study questionnaire is appended. (Author/SW)

ED 286 418   HE 020 678

Medicine Handbook.
New York State Education Dept., Albany. Office of the Professions.; State Univ. of New York, Albany.
REPORT NO.- PLS-HB-60
PUB DATE- Jul 86
NOTE- 86p.; Portions printed on colored paper. For a previous edition, see ED 270 062.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Certification; Codes of Ethics; Governing Boards; Higher Education; Legal Responsibility; *Medical Education; Medical Schools; *Physicians; Physicians Assistants; Professional Education; State Boards of Education; State Legislation; *State Licensing Boards; *State Standards
IDENTIFIERS- *New York

New York State education law, rules, and regulations concerning the practice of medicine are presented, along with requirements and procedures for obtaining licensure and first registration as a physician. State statutory provisions cover: duration and registration of a license, practice and regulation of the profession, supervision by the Board of Regents, administration by the Education Department, definitions of professional misconduct, and unauthorized acts. Information on disciplinary proceedings in the professions covers complaints, investigation, prosecution or settlement, reports, consent orders, surrender of license, violation of probation, hearing panel, and summary suspensions. Rules of the Board of Regents on unprofessional conduct and procedures for determining good moral character in the professions are provided. An application for Medical License and First Registration and other forms are included. Requirements for practice of physician's assistant, specialist's assistant, and acupuncture are also identified. Appendices include: a list of U.S. and Canadian medical schools and schools of basic medical sciences with accredited programs, 1984-1985; and a list of schools of osteopathic medicine. (SW)

ED 286 433 HE 020 693

von Destinon, Mark A.
Student Fees: The Politics of Funding Recreation Facilities.
PUB DATE- 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; *Extracurricular Activities; *Fees; Higher Education; Models; *Political Influences; *Recreational Facilities; *Student Costs
IDENTIFIERS- *University of Arizona

The political foundation of voluntary student financing of campus recreation facilities is examined. By combining Baldridge's Political Decision Making Model with Wildavsky's Clientele Strategy, the "Political Clientele Model" is proposed as a framework to analyze the process of constructing student funded recreational facilities. The process at the University of Arizona is used to illustrate the model. Guidelines for implementing similar projects at other institutions are drawn from the University of Arizona's experience. The political model takes into account that: people choose not to participate in making decisions, which are left to administrators or small groups of elites; there is fluid participation of people who experience varying interests and pressures; there are interest group pressures; conflict is unavoidable; negotiated compromises to conflict place limitations on formal authority; and external interest groups also exert pressure. Based on the political clientele mode, a successful financing campaign for recreational facility construction should involve: identifying and organizing clientele, expanding the clientele, serving the clientele, securing feedback, and working within the structure. (SW)

ED 286 447 HE 020 765

Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association, 1986-1989.

National Education Association, Washington, D.C.; Ohio Education Association, Columbus.; Youngstown State Univ., Ohio.

PUB DATE- 86

NOTE- 66p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Employment Practices; *Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Nontenured Faculty; Rating Scales; Records (Forms); *State Universities; Student Evaluation of Teacher Performance; Teacher Dismissal; Teacher Responsibility; Teacher Retirement; Teacher Salaries; Unions

IDENTIFIERS- National Education Association; *NEA Contracts; Ohio Education Association; Personnel Files; Union Rights; *Youngstown State University OH

The collective bargaining agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association, an affiliate of the National Education Association, for the period 1986-1989 is presented. Items covered in the agreement include: unit recognition and scope of the unit; salaries, salary increments, and rates of pay; insurance benefits; faculty improvement leaves; leaves of absence; grievance procedure; academic department; tenure; nonreappointment of nontenured faculty; termination for cause; retrenchment of faculty; faculty evaluation; promotion in faculty rank; faculty workload; personnel files; academic freedom; retirement; retained rights; association rights; administration-association relations; and work environment/parking. Appendices include grievance forms, a form for student evaluation of teaching, a form for department head evaluation of faculty, a faculty improvement leave application, and a list of faculty tasks and assignments. (SW)

ED 286 491 IR 012 848

Sparks, Judith A.
The Effect of Microcomputers in the Home on Computer Literacy Test Scores.
PUB DATE- Nov 86
NOTE- 26p.; Requirement for the Degree of Education Specialist, Central Missouri State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Analysis of Variance; *Computer Literacy; Courseware; *Family Environment; *Family Influence; Grade 7; Hypothesis Testing; Junior High Schools; *Microcomputers; Questionnaires; Sex Differences; Tests

This research paper based upon a thesis of the same title examines whether a statistically significant difference exists between computer literacy test scores for those students having a microcomputer in the home and those who do not. Relationships between student gender, adult education level, adult occupation, adult computer use, educational software, and computer brands and their relationship to the test scores are also examined. Data were collected from 693 seventh grade students in a Missouri junior high school who were administered the Northwest Regional Educational Laboratory Computer Literacy Test Grade Seven and a researcher developed survey designed to collect demographic data. The data were analyzed using the ANOVA Statistical Analysis System package, and statistically significant differences were found at the .05 level between the computer literacy scores of students who had educational software at home and those who did not. A relationship between the educational level, occupation, and use of computer by the male adult in the home and the test scores was also identified, although the gender of the student was not found to be related to literacy test scores. No trend was found toward ownership of a particular brand of computer. A review of the literature and the student survey questionnaire are included. (RP)

ED 286 506 IR 052 111

Camerman, Virginia T.
A Survey of 154 Randomly Selected Libraries in the State of New York Concerning Their Acquisition and Treatment of Computer Software.
PUB DATE- 86
NOTE- 177p.; Requirement for the Certificate of Advanced Study Degree, State University of New York at Albany.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cataloging; *Computer Software; *Library Acquisition; *Library Circulation; Library Surveys; *Maintenance; Public Libraries; Questionnaires; School Libraries; Special Libraries; *Storage; Tables (Data); Users (Information)
IDENTIFIERS- 3Rs; *New York

This report describes a study designed to determine whether the collection of computer software by libraries falls into a pattern of library type and whether patron use of computer software falls into a pattern of clientele type. Following a summary of previous research, a discussion of the study methodology describes a survey of 154 randomly selected public library systems, school library systems, and 3 R's (reference, research, and resource) councils in New York State to collect information on various aspects of library software acquisition, selection, cataloging, storage, handling, use, and circulation. Survey results obtained from 128 respondents (an 83.1% response rate) are presented in 152 tables. In addition, interpretations and conclusions drawn from results are both summarized and presented separately for the following survey respondents: (1) public libraries; (2) public school libraries; (3) non-public school libraries; (4) junior college libraries; (5) college libraries; (6) an army library; (7) government libraries; (8) government law libraries; (9) medical libraries; (10) library systems; (11) 3 R's councils; (12) school library systems; and (13) special libraries. Notes and a 19-item bibliography are provided, as well as the survey cover letter, follow-up cover letter, and questionnaire. (KM)

Cloud, Gayla Staples; Hambric, Jacqueline
Cost and Search Result Comparisons of BRS After Dark and Knowledge Index.
PUB DATE- 9 Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Texas Library Association (San Antonio, TX, April 9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Comparative Analysis; *Costs; Databases; Higher Education; *Online Searching; *Online Vendors; *Relevance (Information Retrieval); *Search Strategies
IDENTIFIERS- Bibliographic Data Bases; *BRS After Dark; *Knowledge Index

This two-part study was designed (1) to determine differences in the costs of searching BRS After Dark (BRS AD) and Knowledge Index (KI) generally and across ten selected databases, and (2) to determine whether there is a difference in the citations retrieved when the same search is conducted on the same database in both systems. Study methodology involved conducting a total of 40 searches on topics chosen from patron inquiries and currently popular research paper topics, including 4 searches conducted in each of 5 databases available on both BRS AD and KI. Databases searched included Agricola, CAB (Commonwealth Agricultural Bureau), Medlars, NTIS (National Technical Information Service), Inspec, Psycinfo, Legal Resource Index, ABI Inform, National Newspaper Index, and ERIC (Educational Resources Information Center). Study results indicate that KI was generally less expensive than BRS AD when an average of 50 to 60 citations were printed and for those databases in BRS AD which have citation charges of more than three cents. In addition, results for a search conducted in the same database in both BRS AD and KI were usually not identical, especially if truncation was used, with more citations generally being retrieved in KI. (KM)

ED 286 535 IR 052 150

The Library of Congress 1986. A Brief Summary of the Major Activities for the Fiscal Year Ending September 30, 1986.

Library of Congress, Washington, D.C.

PUB DATE- 87
NOTE- 38p.; For the summary report for 1985, see ED 273 296; for the full report for 1986, see IR 052 149. Photographs may not reproduce well.
AVAILABLE FROM- Library of Congress, Central Services Division, Washington, DC 20540.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Library Administration; Library Automation; Library Collection Development; *Library Role; *Library Services; *National Libraries; Preservation
IDENTIFIERS- Copyright Office; *Library of Congress

This booklet summarizes fiscal year 1986 activities of the Library of Congress (LC) in the following areas: (1) LC administration; (2) collection development; (3) activities of the Copyright Office; (4) housing the collections; (5) accessing the collections; (6) automation; (7) preservation; (8) services to Congress performed by the Congressional Research Service; (9) Law Library services; (10) responsibilities of the Assistant Librarian for National Programs; (11) providing information and services to visitors, including activities of the Visitors' Center, the Special Events Office, and the Information Office; (12) services of the National Library Service for the Blind and Physically Handicapped; (13) public programs such as music performances, symposia, motion picture screenings, dramatic readings, and exhibits; (14) programs sponsored by the American Folklife Center; (15) activities of the Center for the Book; and (16) publications. Photographs accompany the text throughout the publication. (KM)

ED 286 548 JC 870 417

Oromaner, Mark
Bringing Students In: The Advantage of a Partisan View.
PUB DATE- Aug 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bias; *Educational Research; *Educational Researchers; Higher Education; Institutional Research; *Research Design; *Research Problems; *Student Attitudes; *Student Role

Although college students may provide the data for many studies of educational institutions, the viewpoint of students is often excluded from the interpretation of these data. The social scientists and educational researchers who examine colleges and universities are adult/professionals and more likely to identify with other adult/professionals than with students. This identification may result in a biased view of students and educational institutions. Awareness of this bias/perspective and insight into its origins may permit researchers to make students a more central part of their interpretations and to develop a more comprehensive understanding of colleges and universities. A solution to this problem has been proposed by a group of sociologists collectively referred to as the underdog school of sociology. Within this framework, students can be viewed as underdogs in educational institutions. In order to present the underdog view, it may be necessary to use participant observation and to include students in all phases of research, including conceptualization, design, analysis, and interpretation. This more radical proposal may be necessary if the inherently partisan, but essential, view of students is to be taken into account in the understanding of colleges and universities. (EJV)

ED 286 561 JC 870 432

Alkin, Marvin C.; And Others
A Profile of EOPS: Report of the 1986-87 Operational Program Reviews.
Educational Evaluation Associates, Northridge, CA.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 87
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Compliance (Legal); *Educational Counseling; *Educationally Disadvantaged; Evaluation Methods; *Outreach Programs; *Program Administration; *Program Effectiveness; Program Evaluation; Questionnaires; Staff Development; State Surveys; Student Recruitment; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California; *Extended Opportunity Programs and Services

Drawing from on-site assessments of the implementation and effectiveness of 21 selected Extended Opportunity Programs and Services (EOPS) programs operating at California community colleges, this report summarizes information collected between September 1986 and April 1987 through student and faculty/staff surveys, and 799 detailed interviews with faculty/staff and 242 interviews with students. An executive summary describes the types of services typically provided by EOPS programs in the areas of management, outreach and recruitment, instructional development and services, counseling, transition to four-year colleges, special activities, financial aid, and staff development and training. Chapter 1 describes the Operational Program Review (OPR) process used to examine the 21 programs, identifies primary information sources, and offers a profile of EOPS students. Chapter 2 presents a general survey of the structured, planned services the OPR teams found in the programs reviewed in 1986-87. Finally, chapter 3 offers a summary of 1986-87 OPR recommendations for the improvement of EOPS, covering the areas of program administration, deficiencies in program plans, compliance with Title 5, outreach and recruitment, instructional development, counseling, transition to four-year colleges, special activities, financial aid, and staff development. Specific recommendations are presented for each program reviewed. Appendixes present an abbreviated handbook of OPR procedures, including the survey instruments. (LAL)

ED 286 575 JC 870 459

Vanis, Mary I.; Mills, Karen L.
ABET: Adult Basic Education Tele-teacher. A 310/Special Demonstration Project, 1986-87. Final Report.
Rio Salado Community Coll., Ariz.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Community Colleges; *Community Information Services; *Hotlines (Public); *Outreach Programs; Program Descriptions; Program Development; Program Evaluation; *Telephone Instruction; *Tutorial Programs; Two Year Colleges; Use Studies

The Adult Basic Education Tele-teacher (ABET) was designed by Rio Salado Community College (RSCC) to provide easily accessed, private assistance to adult basic education (ABE) students throughout Maricopa County (Arizona). Steps in implementing the project included the following: (1) an 800 number with call waiting capabilities was installed; (2) a certified adult education instructor with proficiency in language arts, reading, mathematics, social sciences, and science was trained to encourage students to explain specifically and completely their questions and concerns, to direct students to the solution rather than providing the answer, and to remain positive and encouraging at all times; and (3) information about the ABET was disseminated to ABE directors, ABE teachers, libraries, and community organizations. Between September 8, 1986 and May 19, 1987, 160 calls were received, with many of the callers requesting information about class locations and times. In general, the helpline was used much less than projected. Based on lack of use, it was recommended that ABET be discontinued. Sample promotional materials are appended. (EJV)

Kaplan, Nancy
Internal Representations of Attachment in Six-Year-Olds
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *Classification; *Elementary School Students; Followup Studies; Infants; *Parent Child Relationship; Parents; Research Methodology
IDENTIFIERS- *Continuity; *Representational Response

This follow-up study, which was part of a larger ongoing longitudinal project, compared early infant-parent attachment relationships to aspects of both parents' and children's mental representations of attachment when children were 6 years old. The sample consisted of 50 mothers, fathers, and children of predominantly upper-middle class social status, and included a high proportion of children who had not been classified as having a secure attachment with mother in infancy. Children's representations were assessed with a modification of Hansburg's (1972) separation anxiety test, which elicits children's verbal responses to pictorial representations of separation experiences. As each picture is presented, the child is asked what the pictured child might feel and do in response to the separation. Results led to the production of a revised and completed version of the Sixth-Year Separation Anxiety classification system. Classification categories include secure-resourceful (Group B), insecure-inactive (Group A), insecure-ambivalent (Group C), and insecure-fearful/disorganized-disoriented (Group D). A significant relationship between Sixth-Year classifications and infant attachment to mother was found, demonstrating the continuity of attachment patterns over the 5-year period. No significant relationship was found between classifications and infant attachment to father. Characteristics of children assigned to the four categories of the classification system are described. (RH)

ED 286 605 PS 016 796

Morrongiello, Barbara A.; Roes, Caroline

Children's Perception of Musical Sequences.

PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Auditory Perception; *Cognitive Ability; Foreign Countries; *Music; Preschool Children; Preschool Education; Toddlers
IDENTIFIERS- *Ontario

Toddlers (2 to 3 years) and preschool children (5 to 6 years) were repeatedly presented with a six-tone melody, then tested for their discrimination of a variety of pattern features, including the specific component frequencies, successive intervals, and general melodic contour. To manipulate the information-processing demands of the task, the presentation rate was varied among children. It was found that at the slowest rate, toddlers discriminated changes in specific component frequencies only, while at the fastest rate they discriminated changes in the general melodic contour only. At intermediate rates, they were sensitive to relational information and discriminated interval as well as contour changes. Preschoolers showed similar performance changes with increasing rates, but were sensitive to interval and contour information at even the slowest rate. Results indicate that children of all ages tested can encode specific as well as general pattern features when presented with sound sequences, and suggest that pattern discrimination performance at a given age reflects an interaction of the information-processing abilities of the listener and the demands of the task. (RH)

O'Brien, Mary Parys
Back to Work: A Guide for Expectant and New Working Parents.
REPORT NO.- ISBN-0-9617612-0-2
PUB DATE- 86
NOTE- 158p.
AVAILABLE FROM- Transitions, 5320 Park Avenue S., Minneapolis, MN 55417 ($5.95, plus $1.00 shipping).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Day Care; Dual Career Family; Early Childhood Education; *Employed Parents; Family Problems; Fathers; Guidelines; Infants; *Interpersonal Competence; *Parent Education; *Parent Role; Program Evaluation; *Time Management
IDENTIFIERS- *Maternity Benefits

This guide for expectant and new working parents addresses practical and emotional issues that complicate the task of balancing work and family. Chapter 1, which addresses maternity and paternity leave, and the Pregnancy Disability Act, provides information regarding preparation for maternity leave after childbirth. Included are a worksheet to aid the negotiation and planning of a leave and suggestions for making the most of a leave. Chapter 2 explores aspects of deciding to work. Chapter 3 identifies concerns shared by new working parents, including those related to guilt, family relationships, breastfeeding, and working. Chapter 4, which concerns the search for high quality infant day care, probes the issues of whether substitute care is harmful or helpful; what constitutes high quality infant day care; what the available types of infant day care are; and how to get coworkers involved in day care. Provided are a guide to finding day care and checklists for evaluating day care facilities and providers. Chapter 5 offers a strategy for time and energy management. "Reality tamers" found effective by working parents are suggested. A discussion on ways to recognize sources of stress and find methods of coping is provided. Chapter 6 covers interpersonal survival skills. Chapter 7 addresses issues raised by expectant and new working fathers. Appendices provide lists of resources and readings. (RH)

ED 286 635 PS 016 841

Rachal, Janella

Final Evaluation Report. 1986-87 Early Childhood Development Program.

Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.
PUB DATE- Jul 87
NOTE- 161p.; For Interim Evaluation Report, see PS 016 860.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Early Childhood Education; High Risk Persons; Preschool Children; *Preschool Education; Program Effectiveness; Program Evaluation; *State Programs; *Transitional Programs

The Early Childhood Development Program in Louisiana was established to improve the readiness of preschool-aged children, statewide. The target population included children who were eligible to enter kindergarten the following year, who were at high risk of not being sufficiently ready for the regular school program, and who had not been identified as eligible for special education services. The purpose of this evaluation of the 1986-87 program was to provide information to decision makers at the state level that would assist them in making judgments about the extent to which the intended goals for early childhood development in the public schools had been attained, and about potential modifications needed in the operation and administration of the program. The report presents data in four areas: (1) the strengths and weaknesses of the early childhood programs, (2) the characteristics of the early childhood programs, (3) the perceptions of program staff concerning the operation and impact of the early childhood programs, and (4) instructional methodologies that were being used in the programs and the extent to which these reflected the developmental philosophy inherent in early childhood education. Conclusions and recommendations are included. Two appendices include early childhood program legislation and evaluation instruments, respectively. (PCB)

ED 286 651 PS 016 863

Carlson, Betty Clark
Steps to Independence: A Resource Guide for Parents of Young Children.
Hawaii State Dept. of Education, Honolulu.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- Jun 87
NOTE- 59p.
GRANT- USDE-BEH-D-008500012
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Child Rearing; *Competence; Guidelines; Learning Activities; Parent Materials; *Preschool Children; Preschool Education; Resource Materials; *Self Care Skills; *Socialization
IDENTIFIERS- *Independence Training

This PreSET curriculum activity resource guide for parents provides ideas and suggestions for developing independence and responsibility in preschool children. The 36 skills for children which are included in the guide were selected by parents of 5-year-olds in Hawaii as those skills which were important for their children. The skills are grouped into six categories: personal care, eating, leisure and recreation, communication, responsibility, and independence. After the brief introduction in Section I, Section II offers tips for parents involved in teaching their preschoolers. Section III lists the 36 skills. Section IV provides a skills checklist and a community areas checklist for identifying (1) skills the child has mastered and those yet to be acquired, and (2) areas in the community where parents would like to take their child. Section V, the most extensive section, suggests activities parents can use for developing preschoolers' skills. (RH)

ED 286 665 RC 016 374

Cashman, Kristin

Transferring Relevant Farm Technology to Students from Less Industrialized Countries.

PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Agricultural Occupations; Agricultural Production; Agricultural Skills; *Appropriate Technology; College Students; *Developing Nations; *Foreign Students; Higher Education; Industrialization; Land Grant Universities; Local Issues; *Student Educational Objectives; Technical Assistance; *Technology Transfer

In order to better understand problems encountered in meeting the particular agricultural education and training needs of students from developing countries, 30 students enrolled in the College of Agriculture at the University of Minnesota in academic year 1983-84 were interviewed to assess individual backgrounds and agricultural training to date, and to relate present training levels to the students' perception of needs in their home countries. A general overview is provided of the average farm size and labor force engaged in farming in the students' countries of origin. Respondents' characteristics were identified and included individual background, educational training, number of years in the United States, source of academic funding, city or rural origination, parents' occupations, size of land owned and farmed, work experience, and occupation on return home. Student responses showed that the education/training of agriculturalists in United States institutions of higher learning does not relate sufficiently to the domestic needs of farming cultures in less industrialized countries (LICs), and that it should be predicated on local capacities and innovations for use in LIC farming. LIC students in colleges of agriculture in the United States should gain practical experience through work with farmers in the United States whose farming practices are applicable to farming cultures, systems, and practices in the LICs. (JMM)

ED 286 678 RC 016 398

Altschuld, James W.; And Others
Facilitator's Guide to Staff Training for the Rural America Series. Module VI: Career Guidance Practices. Research and Development Series No. 149G.
Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 34p.; For related documents, see ED 142 761, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Education; Cooperative Programs; Elementary Secondary Education; Family School Relationship; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; Postsecondary Education; Program Development; Program Guides; *Pupil Personnel Services; *Rural Schools; School Community Relationship; Small Schools; Staff Development
IDENTIFIERS- *Facilitators; *Rural America Series

This module of the staff training series deals with techniques for developing career guidance programs in three settings--the home, the community, and the school. Suggestions and experiences are outlined to help practitioners gain skill in designing career guidance practices appropriate to these environments. Home-centered career guidance practices cited include family travel units, parent training nights, parent discussion groups, problem solving, and a career development parent series. Community-centered practices discussed are career fairs, professional exploration internships, community persons as classroom resources, and adopt-a-grandchild programs. Three categories of school-centered career guidance opportunities are presented with suggestions for each: group counseling methods (teaming, role playing, orientation, gaming, and peer counseling), subject matter activities (stereotypes in the world of work, workers in the community, and "I'm Different--Are You?"), and nonsubject matter activities (career resource centers, "Pow-Wows," career weeks, hobby time, and a mobile guidance van). Elements of an implementation outline are also considered: activity title, activity description, and career development goals and subgoals, behavioral objectives, time considerations, prerequisite learnings, teacher/counselor activities, student activities, resources, and evaluation. (NEC)

ED 286 690 RC 016 411

Galpin, Tim
Is It Really a Man's World? Male and Female Outdoor Adventure Leaders Rate Their Competency.
PUB DATE- Aug 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adventure Education; Camping; *Competence; Females; First Aid; Job Performance; *Job Skills; Leaders; *Leadership Qualities; Males; *Outdoor Activities; Outdoor Education; Self Evaluation (Individuals); Sex Bias; *Sex Differences
IDENTIFIERS- Backpacking; Canoeing; Rock Climbing

A survey sent to 13 outdoor adventure programs asked that field staff rate their competence with regard to 10 skills commonly needed by adventure program staff. Five skills were in the technical category (backpacking, rock climbing, emergency care, canoeing, and knowledge of minimum impact camping techniques); three skills were from the interpersonal communication category (knowledge of creative problem solving, knowledge of evaluation and debriefing, and outdoor teaching techniques); and two skills were from the area of philosophical understanding (knowledge of experiential education philosophy and knowledge of leadership responsibilities). Of the 130 surveys mailed, 74 surveys were returned for a response rate of 57%. There were 22 female and 52 male respondents. On the 9-point rating scale, the mean skill level of female respondents ranged from 4.36 for rock climbing to 7.00 for outdoor teaching. The mean skill levels for male respondents ranged from 4.98 for canoeing to 6.85 for backpacking. Of the 10 skills examined there were significant differences between males and females for only backpacking and rock climbing, where males rated themselves higher than did females. This study should help demonstrate that highly competent leaders should be hired without regard to sex. (JHZ)

ED 286 703 RC 016 436

Kidwell, Clara Sue
Motivating American Indians into Graduate Studies. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 4p.; Document contains small, light print.
CONTRACT- NIE-400-83-0023
AVAILABLE FROM- ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; American Indian Education; *American Indians; Careers; College Choice; *College Preparation; Counselor Role; Educational Attainment; Employment Opportunities; Family Income; Family Influence; Higher Education; *Motivation Techniques; Role Models; Social Support Groups; Student Financial Aid; *Student Motivation; Teacher Role; Tribes
IDENTIFIERS- ERIC Digests

There are no quick and easy tips to motivating American Indian students into graduate education. The decision to make a commitment of time and money to graduate training, particularly at the doctoral level, and the ability to succeed in such a program, is affected by a number of factors: (1) parental and peer encouragement; (2) awareness of career options; (3) role models; (4) adequate academic preparation at the high school and undergraduate level; and (5) adequate financial and academic support services at the graduate level. No one factor can be identified as most important. Any attempt to motivate students by addressing one of these factors must be undertaken with the awareness that all are related. Teachers and counselors must overcome the lack of effective family and peer support systems for American Indian students at all levels of education. A basic fact is that American Indian adults often cannot motivate children because of their own low levels of education. Tribes can contribute to the process of motivation by providing scholarship support for college education, including graduate education. Most do so now. They should also see that their own community colleges or colleges in neighboring communities upgrade the educational opportunities of tribal members and make a commitment to encourage young people to become college teachers by promising jobs where possible. They might set up loan funds on the model of forgivable loans. For example, students who come back to the reservation to teach would be forgiven a certain part of the loan for each year of service. Most of all, tribes have to see that the development of human resources, their most important asset, is necessary to long-range development plans. They must realize that tribal members can benefit the tribe by being able to teach their college-level skills to future generations. (JHZ)

ED 286 716 SE 048 374

Smith, Patricia E.
One Hand at a Time. Using a One-Handed Clock To Teach Time-Telling Skills. Primary Grades.
REPORT NO.- ISBN-0-86651-347-7
PUB DATE- 87
NOTE- 101p.
AVAILABLE FROM- Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303 ($9.95; order code DS01714).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bulletin Boards; Concept Formation; Educational Games; *Elementary School Mathematics; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Primary Education; *Problem Sets; *Teaching Methods; *Time; Time Perspective
IDENTIFIERS- *Time Telling

Many elementary teachers who have taught time-telling skills would propose that the mathematical skills associated with time-telling are among the most difficult for young students to learn. This booklet was developed to relate some of the concepts of time to physical models, providing methods for isolating specific time-telling concepts within a concrete framework. The time-telling of each hand of the clock is presented separately, with the major focus on using the hour hand. The booklet contains stories, activities, games, bulletin board ideas, and worksheets designed to accommodate a range of teaching and learning styles. Many of the activities in the booklet's seven sections are also designed to help integrate mathematics with other areas of the elementary school curriculum, such as social studies, language arts, and science. Reproducible worksheets and blackline masters are included in the back of the book. (TW)

ED 286 360 FL 016 876

Lepke, Helen; And Others
Ein Ungluck Kommt Selten Allein (When It Rains, It Pours): Six Amusing Illustrations to Stimulate Classroom Conversation.
American Association of Teachers of German.
PUB DATE- 81
NOTE- 15p.
AVAILABLE FROM- American Association of Teachers of German, Rt. 38, 523 Building, Suite 201, Cherry Hill, NJ 08034 ($1.95 member, $2.45 nonmember ea., $9.95 member, $12.50 nonmember set).
LANGUAGE- German; English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Communicative Competence (Languages); *German; *Humor; Idioms; Illustrations; Instructional Materials; *Interpersonal Communication; Proverbs; Second Language Instruction; Verbs; Vocabulary Development

Six captioned illustrations present humorous situations for classroom discussion. A list of appropriate German vocabulary words and phrases (and English translations) accompanies each illustration. (MSE)

ED 286 460 HE 021 015

Snyder, Thomas P.; Galambos, Eva C.

Higher Education Administrative Costs: Continuing the Study.

Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-87-125
PUB DATE- Jan 88
NOTE- 90p.; For a related document, see ED 283 499.
AVAILABLE FROM- Superintendent of Documents, Government Printing Office, Washington, DC 20402 (Stock #065-000-00324-4).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Administration; College Faculty; Comparative Analysis; *Cost Effectiveness; *Educational Finance; Expenditure per Student; Faculty Workload; Geographic Regions; *Higher Education; Instructional Student Costs; *Noninstructional Student Costs; Occupational Information; Operating Expenses; Personnel Policy; Staff Utilization; State Boards of Education; Tables (Data); Trend Analysis; *Tuition
IDENTIFIERS- Colorado; Idaho; Kentucky; Maryland; Missouri; Nebraska; New York; *Noninstructional Staff; Rhode Island; State University System of Florida; Tennessee; Texas; University of Georgia; West Virginia

Costs associated with colleges and universities are addressed in this two-part report. Part one, a 20-page overview, Snyder's "Recent Trends in Higher Education Finance, 1976-77 to 1985-86," reviews rising national trends in tuition, enrollment, degrees, expenditures, and expenditure per student. A wide diversity is noted among institutions in each classification and in different regions of the United States. Numerous graphs and tables supplement the narrative. In part two, the focus piece of the report, "Higher Education Administrative Costs and Staffing," Galambos examines the place of administrative costs in the pattern of expenditures, analyzing elements of the rise in costs. National trends in administrative and support functions, including expenditure and staffing patterns, are reviewed. Case studies of the State University System of Florida and the University of Georgia are given that consider teaching loads and functions of professional personnel. Higher education coordinating agency reports from the following states are included: Colorado, Idaho, Kentucky, Maryland, Missouri, Nebraska, New York, Rhode Island, Tennessee, Texas, and West Virginia. One conclusion is that the escalation of non-teaching professionals in academe suggests a need for institutions to evaluate their staffing patterns to determine whether more efficient utilization of personnel is possible. Appendices include (1) administrative expenditures related to instruction, and (2) 1985 positions by category, state university system. Six figures and 24 tables are provided. (LB)

Abulhaija, Lutfi A.
English Language and Literature in EFL Situations.
PUB DATE- Apr 87

NOTE- 8p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; *English (Second Language); *English Literature; Foreign Countries; Idioms; *Literature Appreciation; Second Language Instruction

Controversy often arises over the teaching of English literature in courses and programs in English as a foreign language (EFL). However, language and literature cannot be separated. Each has something important to offer in the development of a well-rounded student. Literature teaches idiomatic language and cultural context; it can also improve reading and comprehension skills, promote correctness in speech and writing, and encourage students to read for enjoyment. Teaching language in isolation from literature will not move students toward mastery of the four language skills (listening, speaking, reading, and writing). Literature is language at its best. (MSE)

Essentials of College and University Education for Professional Nursing. Final Report.

American Association of Colleges of Nursing, Washington, D.C.

SPONS. AGENCY- Pew Memorial Trust, Philadelphia, Pa.

PUB DATE- 86

NOTE- 34p.

AVAILABLE FROM- American Association of Colleges of Nursing, One Dupont Circle, Suite 530, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Bachelors Degrees; *Educational Objectives; Health Needs; *Health Services; Higher Education; *Knowledge Level; Medical Services; *Nursing Education; Patient Education; Primary Health Care; Standards; *Values

Essential knowledge, practice, and values for the education of baccalaureate-level nurses are specified in a report developed under the direction of a national panel of representatives from the nursing, health care, and higher education communities. The report, entitled "Essentials for College and University Education for Professional Nursing," discusses the context of nursing and its effect on education and socialization of the nursing student. Abilities that the professional nursing program should develop are identified, along with seven values, including altruism, equality, and esthetics. Examples are provided of attitudes, personal qualities, and professional behaviors that reflect a commitment to each of these values. Also identified are types of knowledge needed to: determine health status and needs by interpreting health-related data, set goals and a care plan and implement the plan, define the health learning needs of clients or groups, evaluate patient responses to interventions, provide care for groups of three or more patients, use an analytical decision-making approach, coordinate resources for providing care, collaborate with patients and co-workers, refer individuals to sources of aid, work within the structure of health care settings, show accountability for one's own nursing practice, serve as an advocate to ensure quality health care practices, and promote nursing as a profession. (SW)

ED 286 405 HE 020 660

Barger, Josephine C.; Barger, Robert N.

Access and Advisement in Irish Higher Education: An American Perspective.

PUB DATE- 2 Oct 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Society of Educators and Scholars (Charleston, IL, October 2-3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; *Access to Education; *College Admission; *College Entrance Examinations; *Comparative Education; Decision Making; Foreign Countries; *Higher Education; *Majors (Students); Secondary Education
IDENTIFIERS- *Ireland

College admission and academic advising in Ireland are considered, with background information about the Irish educational system and comparisons to the U.S. system provided. University students in Ireland do not have the benefits of a centralized professional advisement system, and there appear to be no plans or financial means for initiating any such program. At the post-primary (second level) of Irish education, 3 years of study lead to the Intermediate Certificate examination. Study can be college preparatory, vocational, or comprehensive, a combination of college preparatory and vocational. An additional 2 or 3 years of coursework leads to the Leaving Certificate examination. Points on this examination are assigned for subjects tested, and the total points received by the student determine acceptance for third level education as well as the course of study to which the student will be assigned from among the student's preferences. The university program usually requires 3 years for an arts degree and 4 years for a science degree. There is much competition for limited number of places in courses that are considered prestigious and likely to lead to jobs. Students who change their minds about their course of study after August 1 lose as much as a year of school and financial aid. (SW)

ED 286 434 HE 020 695

Arger, Geoff; Clinton, Jan

The Integration of Study Skills into a Distance Education History Course.

PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Distance Education; Foreign Countries; Higher Education; *History Instruction; *Skill Development; *Study Skills
IDENTIFIERS- *University of New England (Australia)

The thinking behind integrating study skills into a distance education course in history at the University of New England in New South Wales, Australia, is explained. A developmental, rather than remedial, approach to teaching skills was adapted. The developmental approach can be divided into basic areas of awareness and skills. Students develop an awareness of a concept rather than a skill by the learning process, goals, personal variables, and time. The major skills are resources, reading, writing, critical thinking, and specialist skill in history. Each work unit in the course is accompanied by optional exercises to enhance study skills. Students receive an information booklet that contains a course outline, prescribed texts outline, a review of study skills, an overview of the course, study skills exercises, and basic course information. Students are urged to keep a diary of their feelings during the learning process. Additional skills that are integrated with the course content include: goals, time management, concentration, notetaking, and text wiseness. (SW)

ED 286 475 IR 012 808

OERI Directory of Computer Tapes. May 1987 and Supplement. September 1987.

Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 87

NOTE- 31p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adult Education; Computer Storage Devices; Elementary Secondary Education; *Library Surveys; *Longitudinal Studies; Magnetic Tapes; Postsecondary Education; Public Libraries; *School Surveys; Vocational Education

IDENTIFIERS- *Machine Readable Data Files; *Mailing Lists

A brief, non-technical synopsis of computerized data tape files available from the library of survey data collected over the last 20 years by the U.S. Department of Education Office of Educational Research and Improvement's Center for Education Statistics is provided in this directory. The available data files are listed in the following broad areas: (1) elementary and secondary education; (2) higher education; (3) vocational and adult education; (4) libraries; and (5) longitudinal studies. Each entry includes the name of the survey data file, the years for which data tapes are available, and a brief description of the data. Ordering information is given for these tapes as well as for special tabulations and mailing labels, and an order form is attached. (MES)

ED 286 492 IR 012 849

Ediger, Marlow
Laser Videodiscs and the Curriculum.
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiovisual Aids; Behaviorism; Class Activities; *Curriculum Design; *Educational Philosophy; Individualized Instruction; *Learning Strategies; Teaching Methods; *Videodisks

Videodiscs have much to offer in developing the school curriculum, but teachers must use definite criteria in planning teaching-learning situations that will enable students to achieve on an individual basis. Thus, students should find meaning, interest, purpose, provision for individual differences, and a balance among objectives in their learning activities. Diverse philosophies of education may be utilized in videodisc technology; i.e., realism, experimentalism, idealism, and existentialism may be stressed as philosophies of education to provide direction and guidance in teaching-learning situations. The psychology of learning also needs to be utilized to assist each student to achieve as much as possible. Thus a behavioristic approach and considerable student input in ongoing lessons and units should be used to provide logical and psychological curricula, as well as inductive procedures to lead students to make relevant generalizations, and deductive teaching to assist them in moving from a generalization to its specifics. (RP)

ED 286 507 IR 052 112

Ediger, Marlow
Using the School Library.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Learning Resources Centers; Learning Strategies; Librarians; Library Acquisition; Library Facilities; Library Instruction; *Library Materials; *School Libraries; *Student Needs; *User Needs (Information)

To achieve the many goals set forth for school libraries, quality libraries containing a variety of printed and visual materials are needed. For example, because there are many differences among individual students, a variety of books at different reading levels and on different topics should be available, and librarians should employ various means of encouraging learner interest in reading. In addition, a wide selection of concrete, semi-concrete, and abstract learning materials should be available to appeal to students' diverse learning styles. Not only should these materials meet the needs of the students, but librarians should also develop a personal philosophy of helping learners to achieve. Moreover, libraries should have facilities that benefit individuals optimally, including a quiet environment for students using reading materials, a display area where students may discuss their observations with others, and conference rooms for committee work involving students. In addition, criteria for obtaining appropriate library materials should be established, and library materials and services should be continually evaluated. Finally, librarians should be well versed in the diverse psychologies of teaching and learning emphasized in the school curriculum. A five-item bibliography is provided. (Author/KM)

ED 286 591 PS 016 734

Marshall, Hermine H.
Toward Motivation To Learn: Explorations of Classrooms with a Learning Orientation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
GRANT- NIE-G-80-0071
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Research; Elementary Education; *Elementary School Students; Elementary School Teachers; Expectation; *High Achievement; Interviews; *Learning Motivation; *Low Achievement; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Work Orientation

This paper maintains that learning for the purpose of understanding is central to classes that are oriented towards learning. Such classes, which can be said to have a "learning orientation," can be differentiated from classes where an emphasis on performance or doing work increases the likelihood of rote or short-term learning. Four elementary grade classes were selected for observations on the basis of teacher statements emphasizing thinking and the challenge of learning. Three of the classes showed clear evidence of learning orientation; the fourth showed evidence of a working orientation as well. A theme analysis of the class observations revealed that teachers in all four classes accepted individual differences; held positive expectations; and used encouragement and preventive management. Teachers in classes with a clear learning orientation also emphasized a learning purpose, peer helping, self-evaluation, supportiveness, and probing of errors. The work-oriented class exhibited concern for the work and the amount of time needed to do it, and for academic competition. Teacher displays of negative performance also played a significant role in these classes. (Author/PCB)

ED 286 620 PS 016 816

Barbour, Nita; Webster, Tupper
Theory into Practice: Field Based Education Programs Do Work.
PUB DATE- May 87
NOTE- 10p.; Paper presented at the Association for Childhood Education International Study Conference (Omaha, NE, April 30-May 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Curriculum Development; *Early Childhood Education; Higher Education; Program Descriptions; Student Teacher Attitudes; Student Teaching; *Teacher Education Programs; *Theory Practice Relationship
IDENTIFIERS- University of Maryland Baltimore County

The goal of the early childhood teacher training program at the University of Maryland in Baltimore County is to develop teachers who are able to integrate their own understandings and feelings of self with appropriate actions in the classroom. The program has four components, within each of which the teacher-in-training's knowledge, understanding of self, and practical application are integrated. The four components are (1) conferencing processes, (2) direct instruction in early childhood education content, (3) experiences in observing and recording child behavior and in organizing instruction for young children, and (4) processes for examining one's own feelings and beliefs regarding issues and experiences related to children. The program is also organized into three student achievement levels. At level one, the student teachers focus on human development and become adept at observing and recording children's behavior. Student teachers at level two concentrate more on curriculum and the special needs of children. Level three is the student teaching internship in which students are expected to integrate previous types of learning. (PCB)

ED 286 636 PS 016 843

DeCooke, Peggy A.; Brownell, Celia A.
Toddler Help-Seeking as a Function of Age and Social Context.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Infant Behavior; *Infants; Mothers; Personality; Play; Problem Solving; Sex Differences; Social Environment
IDENTIFIERS- *Help Seeking

The purpose of this study was to investigate the alternative forms of young children's help-seeking in free play and problem-solving contexts. A total of 72 children aged 18 (N=36) and 24 (N=36) months were observed in pairs in free play and problem-solving settings, as well as in different social contexts--same-age versus mixed-age pairing. Both mothers and an adult female experimenter were present with the children. Mothers also completed the Attachment Q-Sort and the Toddler Temperament Scale. Results indicate that by 18 months of age children engage in explicit, goal-specific help-seeking when confronted with a challenging problem. Girls sought more help on the toys that presented motoric challenges, while boys sought more help on the toys that presented conceptual challenges. Rate of help-seeking increased in problem-solving contexts relative to free play contexts for both ages; however, 18-month-olds relied on gestures, whereas 24-month-olds were able to verbally communicate their needs. There were no differences in help-seeking behavior when social context was changed, and few relations emerged between help-seeking and temperament. (PCB)

ED 286 652 PS 016 865

Coe, John
Children Come First.

PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Association for Childhood Education International Study Conference (Omaha, NE, April 30-May 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Educational Practices; *Educational Quality; *Experiential Learning; *Individual Differences; *Teacher Responsibility; *Young Children

After a brief story illustrating the essential humanness of the work of educators, a British educator addressing an American audience reviews fundamental ideas about the nature of children and offers suggestions about optimal classroom practices. The ideas about the nature of children which are presented concern the uniqueness of individuals and their experience; the importance of learning through words which are related to children's experience; children's feelings and emotions; and children's natural dispositions toward curiosity, exploration, learning, imagination, and fantasy. Cautionary remarks on current educational practices are offered in conclusion. Teachers are encouraged to assess the worth of their efforts by often asking themselves whether the time students spend with them in class was good enough to be part of someone's life. (RH)

ED 286 717 SE 048 375

Senior, Janet; Stone Nancy
Michigan Household Hazardous Substance Handbook.

Center for Environmental Internship Programs, Cleveland, OH.; Ecology Center of Ann Arbor, MI.; Michigan Environmental Health Association.; Michigan State Univ., East Lansing. Cooperative Extension Service.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 86
NOTE- 145p.; Some pages contain small print; some drawings and charts may not reproduce well.
AVAILABLE FROM- Ecology Center of Ann Arbor, 417 Detroit St., Ann Arbor, MI 48104.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Consumer Science; Ecological Factors; *Environmental Education; *Environmental Standards; *Hazardous Materials; Poisons; Pollution; *Public Health; Quality of Life; Recycling; Sanitary Facilities; Science and Society; *Waste Disposal; Wastes
IDENTIFIERS- *Michigan

Common household hazardous substances include cleansers, drain cleaners, automotive products, paints, solvents, and pesticides. This handbook was designed to serve as a resource for people frequently contacted by the public for information on household hazardous substances and wastes. Included in the handbook are: (1) an introduction to Michigan's household hazardous waste problem; (2) recommendations on purchase, use, and disposal practices for household products containing hazardous ingredients; (3) suggested less-toxic or non-toxic alternatives; (4) a directory of agencies, organizations and recycling, treatment and disposal firms; and (5) a bibliography of sources of additional information. Brief discussions of some issues associated with household hazardous waste are included to heighten awareness among waste management, public health and community service professionals, and to initiate furthur education of the general public. (TW)

ED 286 732 SE 048 570

LeFevre, Jo-Anne; Bisanz, Jeffrey

Cognitive Arithmetic: Evidence for the Development of Automaticity.

SPONS. AGENCY- Natural Sciences and Engineering Research Council, Ottawa (Ontario).

PUB DATE- Apr 87

NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Arithmetic; Cognitive Ability; Elementary Education; *Elementary School Mathematics; Mathematical Concepts; Mathematics Education; Mathematics Instruction; *Mathematics Skills; *Memory; Problem Solving; *Reaction Time; Timed Tests; *Time Factors (Learning)

To determine whether children's knowledge of arithmetic facts becomes increasingly "automatic" with age, 7-year-olds, 11-year-olds, and adults were given a number-matching task for which mental arithmetic should have been irrelevant. Specifically, students were required to verify the presence of a probe number in a previously presented pair (e.g., 5+1 followed by 5). Eleven-year-olds and adults were slower to reject a probe that was the sum of the initial pair (e.g., 5+1 and 6) than to reject a probe that was not the sum (e.g., 5+1 and 3). This finding indicates that, in older children and adults, obligatory activation of a sum interferes with a required response. No evidence for obligatory activation was found for 7-year-olds. These results tend to be consistent with current models of arithmetic knowledge, and they suggest that one aspect of the development of arithmetic skill is the automatic retrieval of stored facts. (Author/TW)

Intergovernmental Oceanographic Commission. Reports of Governing and Major Subsidiary Bodies. Fourteenth Session of the Assembly (Paris, 17 March-1 April 1987).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Intergovernmental Oceanographic Commission.

REPORT NO.- SC-MD-86
PUB DATE- 12 Jun 87
NOTE- 201p.; For the previous session report, see ED 267 958.
AVAILABLE FROM- UNESCO, 7 place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cartography; Climate; Environmental Education; Foreign Countries; *Global Approach; *International Cooperation; *International Organizations; Marine Biology; Ocean Engineering; *Oceanography; Science Education; Water Pollution; Water Quality; *Water Resources
IDENTIFIERS- *UNESCO

The Intergovernmental Oceanographic Commission was organized by Unesco to promote scientific investigation with a view to learning about the nature and resources of the oceans through the concerted action of its members. This report contains a summary of the discussions that took place at the 14th session of the Commission. This includes the traditional Bruun Memorial Lectures (abstracts of which are included in the appendix). The major portions of this document summarize the discussions that dealt with: (1) administrative arrangements of the session; (2) the recent activities of the commission; (3) ocean sciences (as they relate to living and non-living resources, ocean mapping, ocean dynamics and climate, and marine pollution research and monitoring); (4) ocean services; (5) regional subsidiary bodies; (6) cooperation with other organizations of the United Nations system and with other bodies; (7) medium-term plan, program and budget; (8) enhancing the role of the Commission; and (9) elections of the officers and Executive Council of the Commission. The 20 resolutions adopted by the Commission are provided in the appendix, along with the texts of the three general addresses. (TW)

ED 286 361 FL 016 877

Lepke, Helen; And Others
Visitors Abroad.
American Association of Teachers of German.
PUB DATE- 79
NOTE- 9p.
AVAILABLE FROM- American Association of Teachers of German, Rt. 38, 523 Building, Suite 201, Cherry Hill, NJ 08034 ($1.95 member, $2.45 nonmember ea., $9.95 member, $12.50 nonmember set).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Training; *Cultural Context; Cultural Differences; *Daily Living Skills; Football; Foreign Countries; *German; Instructional Materials; Interpersonal Communication; *Recreational Activities; Second Language Instruction; *Travel
IDENTIFIERS- *Etiquette; *Germany

Seven German-American cross-cultural social situations are presented in English, each followed by a multiple-choice question concerning the etiquette or cultural implications of the actions. An answer key provides comments to stimulate class discussion. These everyday situations occur in Germany or the United States, and include eating at a restaurant, shopping in an open-air market, greeting friends, choosing clothes to wear, getting a German driver's license, changing clothes at a beach in Germany, and singing the national anthem at a football game in St. Louis, Missouri. (MSE)

ED 286 419　　　　　　　　　　　　HE 020 679

Atiyah, Yael, Ed.
The Council for Higher Education, Report No. 2. The Sixth Council, 1981-1986.
Council for Higher Education, Jerusalem (Israel).
PUB DATE- Dec 86
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; *College Programs; Degrees (Academic); Enrollment Trends; Foreign Countries; *Higher Education
IDENTIFIERS- *Israel; *Program Approval

The activities of the sixth Council for Higher Education in Israel, which served from 1981-1986, are summarized. Following a list of members of the Council, information is provided on its principal functions, rules of procedures, and how the Council accredits new institutions or units. Higher education institutions in Israel are identified, along with fields of study at each institution, and enrollments at seven of the universities and institutes. Data are provided on degrees awarded by level and field of study and enrollments in non-university institutions of higher education. New academic programs that were approved at each institution are also specified. The following topics are also considered: the appointment of professors in nonuniversity institutions of higher education and at Everyman's (Open) University, access to higher education, credit points, regional colleges, the bachelor's degree, teacher training, paramedical professions, medical administration, veterinary medicine, bachelor's degree studies in business administration, training in architecture and physical planning, and training in engineering and technology. Information is appended on the Council for Higher Education Law, 5718-1958. (SW)

A Master Agreement between the State of Iowa Board of Regents and the Uni-United Faculty of University of Northern Iowa, July 1, 1987-June 30, 1989.

Iowa State Board of Regents, Des Moines.; National Education Association, Washington, D.C.; Northern Iowa Univ., Great Falls.

PUB DATE- 87
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Faculty Promotion; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Records (Forms); *State Universities; Student Evaluation of Teacher Performance; Summer Schools; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- Iowa State Board of Regents; National Education Association; *NEA Contracts; Personnel Files; Union Rights; *University of Northern Iowa

The collective bargaining agreement between the State of Iowa Board of Regents and the University of Northern Iowa Uni-United Faculty, an affiliate of the National Education Association, for the period July 1, 1987-June 30, 1989 is presented. Items covered in the agreement include: unit recognition; university facilities; faculty evaluation by students, department heads, deans/vice-presidents/provosts, evaluation procedures; administrative evaluation procedures; personnel files; staff reduction; procedures for faculty recall; temporary replacements; summer employment compensation and assignments; professional development leave; sick leave; jury leave; educational, conference, research, and bereavement leaves; travel and related expenses; retraining leave; salaries; promotions; part-time salaries; minimum salary guidelines; probationary appointment salaries; health and life insurance; grievance and arbitration procedures; appeal of denial of tenure, failure to promote, nonrenewal of probationary appointments, termination of term appointments, and termination of tenured faculty member; dues deduction; health and safety; and management rights. Appendices include a grievance form and authorization for payroll deduction form. (SW)

ED 286 521 IR 052 126

Misanchuk, Earl R.
Desktop Publishing: A Sober Second Look at the Latest Local Production Fad.
Association for Media and Technology in Education in Canada, London (Ontario).
PUB DATE- Jun 87
NOTE- 15p.; Paper presented at the Association for Media and Technology in Education in Canada's National Conference on Instructional Technology (17th, Saskatoon, Saskatchewan, Canada, June 21-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Costs; Educational History; Educational Technology; *Electronic Publishing; *Graphic Arts; Layout (Publications); Material Development; Teacher Developed Materials
IDENTIFIERS- *Desktop Publishing; Printed Materials

Arguing that the history of the field of educational technology has been one of glorious promises, many of them only partially fulfilled, this paper presents the premise that desktop publishing (DTP) is just another production fad that will have little lasting effect on the quality of education. Potential benefits of DTP are described as: (1) increased availability of higher quality printed learning materials for classroom use; (2) quick and easy modifications; (3) lower cost of production; (4) more exciting printed materials; (5) increased emphasis on visual communication; and (6) increased sales of computer hardware and software. The potentially detrimental effects are identified as badly-designed materials, duplication of effort, and costs of purchasing and maintaining the software/hardware. Both the current and the historical roles of educational technology in teaching are reviewed, and educators are urged to consider DTP in the context of past experiences with educational innovations. A 16-item reference list is provided. (RP)

ED 286 536 IR 052 152

Library Service to the People of New York State. A Long-Range Program, October 1, 1987-September 30, 1992, for the Improvement of Library Services Utilizing Local, State and Federal Resources. Supplement 1: LSCA Program Purposes: Needs and Intended Actions. Supplement 2: Policy Guidelines on the Administration of LSCA funds, 1987-88.

New York State Library, Albany.

PUB DATE- 87

NOTE- 88p.; For the long range program for 1986-1991, see ED 274 346.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; Bibliographic Utilities; Interlibrary Loans; Library Automation; *Library Networks; *Library Planning; *Library Services; Library Statistics; Long Range Planning; Online Systems; Program Descriptions; Public Libraries; Regional Libraries; *Regional Planning; Shared Library Resources; State Departments of Education; State Libraries; *State Programs

IDENTIFIERS- Library Services and Construction Act; *New York

This annual report on the comprehensive five-year program for the enhancement of libraries in New York State achieves the following: (1) provides a benchmark for the continuing planning, development, and evaluation of state library services; (2) summarizes the objectives, policies, and programs undertaken for the improvement of those services; (3) serves as a guide to library networks, regional planning groups, and other agencies that wish to participate in the Federal Library Services and Construction Act (LSCA) program; and (4) meets the LSCA requirements. An overview of the state library environment is offered; library systems and networks are profiled; statewide resource sharing and technological change are summarized; constraints on services are outlined; and the program's goals and objectives are discussed. Tables provide summary statistics on public, academic, school, institution, and medical libraries; the New York State Library; public library systems; systems and libraries by region; and state appropriations for higher education. A 23-item bibliography of major documents for the New York State library service program and lists of New York members of the LSCA Advisory Council and the Regents Advisory Council on Libraries are also provided. "LSCA Program Purposes--Needs and Intended Actions" and "Policy Guidelines on the Administration of LSCA Funds 1987-88" are included as supplements. (KM)

ED 286 549 JC 870 418

Oromaner, Mark; Krynicky, Harry
Strategic Plan To Address Recruitment and Retention Strategies for Black and Hispanic Students at Hudson County Community College.
Hudson County Community Coll., Jersey City, NJ.
PUB DATE- Oct 87
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Access to Education; *Black Students; *College Planning; Community Colleges; *Enrollment Trends; *Hispanic Americans; Outreach Programs; *School Holding Power; *Student Recruitment; Two Year Colleges; *Two Year College Students

Developed by Hudson County (New Jersey) Community College's (HCCC's) Task Force on Recruitment and Retention of Black and Hispanic Students, this report offers a plan of action for addressing the problem of declining black enrollment at the college. Section 1 describes the plan's development. Section 2 offers an overview of the HCCC and the surrounding community, including a history of HCCC; a description of Hudson County; information on population characteristics and trends; population projections; a review of occupational, employment, and business trends; and an overview of the minority presence at HCCC. Section 3 presents minority enrollment data, including information on enrollment trends, sources of minority enrollment, educational opportunity fund students, and retention. Short-term goals and current activities with regard to recruitment and retention are presented in section 4, followed in section 5 by long-term goals and projected activities, featuring quantitative goals, methods of ensuring access and recruitment strategies, ways of removing barriers to success, counseling and academic support services, other student services, retention strategies, and methods of monitoring student retention. Administration, monitoring, and evaluation of the recruitment and retention plan are discussed in section 6. The final sections list HCCC resources to be devoted to the project and offer a brief note on institutional philosophy and mission. (EJV)

ED 286 562 JC 870 433

Adams, Larry

Comparison of Grade Distributions for Telecourses and Print Based Courses.

John Tyler Community Coll., Chester, VA. Extended Learning Inst.

PUB DATE- Apr 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Failure; *Academic Persistence; Community Colleges; Comparative Analysis; Dropouts; *Grades (Scholastic); *Independent Study; Outreach Programs; *Telecourses; Two Year Colleges; Two Year College Students

John Tyler Community College (JTCC) in Virginia founded the Extended Learning Institute (ELI) in 1982 as a program to develop and administer instruction via alternative delivery systems. Print-based, independent study courses have been the primary alternative system used, though telecourses were offered from fall 1983 through winter 1985 and again in spring 1987. A study was conducted to compare grade distributions for ELI telecourses and print-based courses as a means of assessing the relative effectiveness of the delivery systems. The final course grades of 321 telecourse students and 1,460 independent study students were examined, revealing that, in general: (1) telecourse students received better final grades than independent study students; (2) 40.1% of the telecourse students withdrew or failed, compared to 61.3% of the independent study group; (3) the grade distribution for print-based courses approximated a bimodal distribution with 29.5% clustered around the high end of the distribution, 61.3% either failing or withdrawing, and only 8.8% receiving a C or D grade; and (4) the grade distribution for telecourse students showed a more even distribution; i.e., the numbers of A and F grades were exactly the same, while the percentages of B and C grades were not significantly different. (EJV)

ED 286 576 PS 016 111

Report to Parents: A Collection.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- 85
NOTE- 12p.
AVAILABLE FROM- NAESP Educational Products Center, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.00 for members; $2.50 for nonmembers; discount on quantity orders).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Books; *Child Abuse; Coping; Death; *Homework; *Parent Responsibility; Parent Teacher Conferences; *Preschool Education; *Reading Readiness; Selection; *Testing

This collection of brief reports on educational matters of interest to parents contains the most popular titles in the Report to Parents series issued by the National Association of Elementary School Principals as a service to its members. Reports cover the following topics: (1) buying books for children; (2) dealing with child abuse; (3) helping children cope with death; (4) helping with homework; (5) facilitating parent-teacher conferences; (6) testing for educational purposes with competency, achievement, and aptitude tests; (7) choosing a preschool; and (8) helping children who are getting ready to read. (RH)

ED 286 606 PS 016 797

Karrby, Gunni
Time Structure and Sex Differences in Swedish Preschools.
PUB DATE- Jul 86
NOTE- 10p.; Paper presented at the World Congress Meeting of the World Organization for Early Childhood Education (18th, Jerusalem, Israel, July 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Day Care Centers; Early Childhood Education; Foreign Countries; *Preschool Education; *Sex Differences; *Time Factors (Learning)
IDENTIFIERS- *Sweden

A total of 559 children 5 and 6 years of age were observed in 72 full-time and 43 part-time preschools in Sweden. Activities, language, and group constellations were coded according to the categories used in the Oxford Preschool Study. Findings indicated that although the two types of preschools had the same program, they differed in relative amount of goal-oriented activities and social play. However, the same total amount of time was devoted to educational activities in each of the two forms of preschool. A significant correlation was found between sex and form of preschool when language interaction between children and personnel was considered. Girls in full-time preschools were found to have had more long dialogues with adults, while girls in part-time preschools were more passive and silent. Boys in part-time preschools had relatively more verbal interaction with adults and got more attention from them than did boys in full-time preschools, who were found to have had more peer interaction. Results are interpreted as showing an interaction between sex and educational structure of the preschool. (Author/RH)

ED 286 666 RC 016 375

Sedlacek, James R.
Preparing Change Agents for Change Agent Roles.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; *Developing Nations; *Extension Agents; Foreign Countries; *Job Training; *Outcomes of Education; Professional Training; *Role Perception; Rural Development; Technical Assistance; Technology Transfer
IDENTIFIERS- Central America; South America

Seventy-seven Spanish- and Portuguese-speaking agricultural change agents from developing Central and South American countries responded to a questionnaire which sought perceptions of the roles in which the change agents felt they were involved and the roles for which they felt they were being trained. The agents were participating in training programs sponsored by the Centro Internacional de Agricultura Tropical (CIAT) from August through December 1986. The roles delimited by the study were administrator, consultant, educator, facilitator, organizer, and researcher. The participants were recently trained (41.5% within the past 5 years), relatively new to their jobs (59.7% with 5 years or less experience), male (93%), and held a university degree (88.3%). The questionnaire presented many dilemmas for the respondents. It appeared to cause them to think about aspects of their job in ways they previously had not done, and it caused them to think about the training they had received, and its relationship to their work. It seemed that they could easily identify with roles such as educator, researcher, and consultant, but other questions pertaining to roles such as broker, enabler, etc. seemed to give them trouble. Some of these ideas were perceived as being too abstract. This has possible implications for determining whether these roles are an important part of their job, and whether there should be training to better develop these skills. Also, the overall effect of these findings supports the notion that change agents in the setting examined are not aware of some of the change agent, or "group process," aspects of their job and have not received training for them. Therefore, it is concluded that further investigation needs to be undertaken to examine persons trained for their change agent roles, and their job effectiveness, versus persons not receiving this specific training. (NEC)

ED 286 691 RC 016 413

Bennett, Ruth, Ed.
Hupa Activity Book.
California State Univ.-Humboldt, Arcata. Center for Community Development.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 87
NOTE- 203p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian Education; *American Indian Languages; *American Indian Literature; Bilingual Education; Bilingual Instructional Materials; *Cultural Education; Elementary Education; Holidays; Illustrations; Legends; Mythology; *Native Language Instruction; Personal Narratives; Teacher Developed Materials; Tribes; Verbs; Vocabulary Development
IDENTIFIERS- *Hupa; *Hupa (Tribe)

Lessons used in a Hupa bilingual class during the 1986-87 academic year are compiled in this manual, which was generated cooperatively by the Hupa teachers. The lessons are arranged in a progression from easier to harder and cover vocabulary, conversations, verbs, holidays, and stories. The first two chapters present basic vocabulary terms for numbers, body parts, clothing, animals, colors, musical instruments, weather, time, and talking about one's self--family members, places, pets, favorite foods, and hobbies. Chapter 3 presents topics of conversation and includes lessons that teach correct language for children to use with elders and other ways to convey respect in Hupa culture. Chapter 4 contains lessons on Hupa verbs, most of which contain stems, pronoun and tense markers, and sometimes markers indicating types of motion or general adverbial concepts. In Chapter 5, the holidays section, metaphors in the Hupa language are applied to Anglo-American holidays. Names and greetings for each major holiday are created from Hupa verbs that describe key events or characters. The final section contains stories ranging from retellings of well-known traditional myths, such as "The Sucker and the Eel," to personal experience narratives by Hupa teachers. The manual is illustrated throughout with line drawings, and numerous student worksheets are included. (JHZ)

ED 286 378 FL 016 928

Modern Languages for Communication. New York State Syllabus.
New York State Education Dept., Albany. Div. of Program Development.
PUB DATE- 87
NOTE- 48p.; Supersedes ED 261 558.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communicative Competence (Languages); *Curriculum Design; Curriculum Development; *Educational Objectives; Educational Philosophy; Educational Technology; Elementary Secondary Education; Interdisciplinary Approach; *Language Proficiency; *Modern Languages; Public Schools; *Second Language Programs; State Curriculum Guides; *State Standards; Student Evaluation
IDENTIFIERS- *New York

New York State's syllabus for second language education is designed to help local school district personnel fulfill state mandates and develop curricula consistent with state standards. It identifies the components of intended learning outcomes and implications for instruction, but does not specify instructional methods to be used. The guide outlines the overall educational philosophy and communicative approach on which the syllabus is based; states the syllabus goals and their relationship to specific Board of Regents goals; defines and describes the four components of communication (functions, situations, topics, and proficiencies) and their relationships to the intended learning outcomes; describes a curriculum development process that can be used locally and offers suggestions for developing communicative outcomes; suggests one way to plan a unit of instruction; discusses the role of evaluation in modern language teaching; suggests interdisciplinary activities to enhance language instruction; and describes uses of technology for enhancing instruction. A list of overall Board of Regents goals for elementary and secondary education is appended. (MSE)

ED 286 653 PS 016 867

Swadener, Elizabeth Blue
Enhancing Children's Acceptance of Diverse Peers: Interaction Patterns in Two Mainstreamed Multicultural Day Care Centers.
PUB DATE- Mar 87
NOTE- 32p.; Paper presented at the Annual Eastern Symposium on Building Family Strengths (3rd, University Park, PA, March 23-25, 1987) and at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; *Day Care Centers; *Disabilities; Early Childhood Education; Ethnicity; Ethnography; Longitudinal Studies; *Mainstreaming; *Peer Acceptance; Racial Differences; Sex Differences; *Teacher Influence; Teacher Role

For one school year, the classroom and playground social behaviors of normally developing and developmentally delayed children were analyzed for the occurrence of interactions across gender, across race and ethnicity, and across developmental condition. The potential impact of teachers' nonsexist language, and encouragement of interaction among mainstreamed peers, were also examined. Use of an ethnographic case study approach revealed increasing acceptance of mainstreamed children by peers, as well as several patterns of gender-segregated play. Interaction data showed gender to be used more than race and ethnicity in playmate choices at both centers. More cross-gender friendships were observed at the center with a gender balanced staff. The most gender-segregated play at both centers was seen on the playground and during other gross motor play, followed in frequency by free choice times. During such times, girls were observed attempting to join boys in their play. Implications for early childhood programs and teachers are discussed, along with implications for early childhood programs and the role of techers in promoting children's acceptance of diversity. (Author/RH)

ED 286 679 RC 016 399

Altschuld, James W.; And Others
Facilitator's Guide to Staff Training for the Rural America Series. Module VII. Counseling. Research and Development Series No. 149H.
Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 50p.; For related documents, see ED 142 758-759, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Education; Case Studies; Cooperative Programs; Elementary Secondary Education; *Guidance Objectives; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; Postsecondary Education; Program Guides; Rural Schools; *School Guidance; Small Schools; Staff Development
IDENTIFIERS- *Facilitators; *Rural America Series

This staff training module presents a program for group career counseling in rural and small schools. Module contents are based on two handbooks: "An Individualized Approach to Career Counseling and Placement" and "Career Counseling in the Rural School." An active dialog about the current status of counseling in rural schools is used to introduce the module. A general framework for accomplishing improved counseling services is presented before moving on to a detailed look at five major counseling services (individual inventory, counseling interview, information, coordination and referral, and follow-up). A case study is incorporated as an optional learning activity to highlight some of the issues discussed. Another suggested activity directs participants, working in small groups, to identify ways in which a developmental career counseling program can be achieved. A brief summarization of key concepts concludes the module. Issues examined include major obstacles to effective counseling (large student-counselor ratio, lack of administrative and staff support, focus on remedial counseling, and lack of accurate information) and steps to assist counselors accomplish their mission (establish good working relationship with administration, identify needed improvements in current counseling program, improve time management, increase availability of counseling services, and orient and seek support of teachers). (NEC)

ED 286 704 RC 016 437

Dyson, Deborah S.
Parents' Roles and Responsibilities in Indian Education. Fact Sheet.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 83
NOTE- 4p.
CONTRACT- 400-83-0023
AVAILABLE FROM- ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; Boards of Education; Elementary Secondary Education; Parent Participation; *Parent Role; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Preschool Education; *School Role
IDENTIFIERS- Parent Advisory Councils

Written for American Indian parents, this fact sheet offers basic suggestions for building good parent-school relationships and helping children succeed in school. The first issue addressed is the education of children before they start to school, and the emphasis is on developing pride, self-confidence, and a desire to learn and do new things. Suggestions for parents include teaching American Indian culture by telling stories of American Indian traditions, by teaching American Indian songs and dances, and by explaining special tribal ceremonies. The parents of school-age children are encouraged to get to know the school itself and the people who are involved in teaching their children. A meeting with the principal is recommended as a way to find out about school rules, the school bus system, meal plans, medical services, culture and language classes, and extracurricular activities. The format and content of parent-teacher conferences are described. Advice for parents includes making a list of questions to ask the teacher as well as telling the teacher something helpful about the child. The roles of Parent Advisory Councils and of school boards are outlined, and the importance of parent involvement in these organizations is stressed. (JHZ)

ED 286 362 FL 016 878

Hawrysz, Ilse
Volkstanze (Folk Dances).
American Association of Teachers of German.
PUB DATE- 81
NOTE- 27p.
AVAILABLE FROM- American Association of Teachers of German, Rt. 38, 523 Building, Suite 201, Cherry Hill, NJ 08034 ($1.95 member, $2.45 nonmember ea., $9.95 member, $12.50 nonmember set).
LANGUAGE- German

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Enrichment; *Dance Education; *Folk Culture; *German; Instructional Materials; *Music; Second Language Instruction; *Songs; Vocabulary Development

German second language instructional materials include a summary of German folk dance terminology and 11 folk dances with music, lyrics, and dance instructions. Specific folk songs and dances (arranged in order of difficulty) include "Schusterpolka," "Polka zu Dreien," "Jagermarsch," "Lang Englisch," and "Schuhplattler." (MSE)

ED 286 435 HE 020 697

von Destinon, Mark A.
Assessment and Remediation Issues in Articulation.
PUB DATE- Apr 83
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Collegiate Registrars and Admissions Officers (Boston, MA, April 18-21, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Basic Skills; College Instruction; College Preparation; *Community Colleges; Credit Courses; *High Risk Students; Postsecondary Education; *Remedial Instruction; Student Evaluation; Two Year College Students; *Universities
IDENTIFIERS- *Cochise College AZ

Issues related to contemporary assessment and remediation in postsecondary education are considered, along with the impact of these issues on community college and university articulation and transfer. Program innovations implemented at Cochise College (Arizona) to serve basic skills education students are described. Community colleges face a new issue of how to educate the diverse students they receive, especially the underprepared. What is needed is a method of separating those students who have an existing capacity to do academic work from those whose aptitude needs to be developed through remediation. One approach is to incorporate basic skills courses in traditional department offerings. At Cochise College each program is individually designed to meet the specific remediation needs of a student. In Arizona 43% of the community colleges allow some remedial coursework to meet graduation requirements. At Cochise College, 6 of the 60 semester hours required for graduation are allowed to be from remedial classes. (SW)

ED 286 476 IR 012 809

House, William J.; Davis, Cheryl
The Recognition of Melodies by Humans and by Machine.
PUB DATE- 24 Aug 86
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; Higher Education; Models; Multiple Regression Analysis; *Music; Predictive Validity; *Recognition (Psychology); Undergraduate Students
IDENTIFIERS- *Melody Recognition

The behavior of two real-time computer simulation models of melody recognition was compared with the performance of human subjects in this study. One of the models, INT1, recognized melodies by comparing specific intervals with stored intervals. The other model, CONT1, performed by comparing the contour of the stimulus melody with an array of melody intervals. The 20 intermediate and advanced psychology majors who volunteered to participate in the study were tested on the speed and accuracy of their recognition of 20 familiar melodies. In regression analyses, these data were regressed against the two computer models, and the results indicated that the contour analysis simulation (CONT1) was a more adequate predictor of human recognition than was the interval analyzer program. Four references are listed, and several graphs depicting the results are appended. (MES)

Redman, Barbara K.; Pillar, Barbara
Report on Salaries of Administrative Nursing Faculty, Excluding Deans, in Colleges and Universities. Institutional Data Series 86-4.
American Association of Colleges of Nursing, Washington, D.C.
PUB DATE- Apr 86
NOTE- 41p.
AVAILABLE FROM- American Association of Colleges of Nursing, One Dupont Circle, NW, Suite 530, Washington, DC 20036 ($10.00 per copy, nonmembers; $6.00, members).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Rank (Professional); *Administrators; Continuing Education; *Department Heads; Educational Background; Geographic Regions; Higher Education; *Nursing Education; Questionnaires; *Salaries; School Surveys; *Teacher Salaries

Results of a 1985-1986 salary survey of 515 administrative faculty in baccalaureate and graduate nursing programs are presented. A total of 383 American Association of Colleges of Nursing member schools were surveyed; 177 returned a completed questionnaire. All salary tables supply figures on both an academic and calendar year basis. When there are sufficient numbers of administrative faculty in a group, data are presented for the 10th, 25th, 50th, 75th, and 90th percentile salaries. The number of individuals in each group is also shown with the percentile statistics. Using the percentile format, salaries are presented for eight administrative faculty titles. In addition to data for all schools, salary tables are presented by region, institutional control, and size of faculty. Separate tables show the titles and salaries of continuing education faculty. Matrix tables present data on administrative faculty by degree level and academic rank for the four titles of associate dean, assistant dean, chairman, and director. Data are provided for the number of individuals in each category, and for salaries at the mean and 25th, 50th, and 75th percentile. Appendices include questionnaires and a list of participating schools by region. (SW)

ED 286 406 HE 020 661

Experts' Consultation on the Application of the International Standard Classification of Education to Programmes of Education at the Third Level in Countries of the Europe Region (Bucharest, Romania, May 11-13, 1987).

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

REPORT NO.- ED-87/CONF.007/4
PUB DATE- May 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Degrees (Academic); *Evaluation Criteria; Foreign Countries; Geographic Regions; Graduate Study; *Graduation Requirements; *Higher Education; *International Educational Exchange; International Organizations; Standards; Undergraduate Study
IDENTIFIERS- *International Standard Classificaton of Education

Issues and suggestions regarding the use of comparable data on higher education in the European Region are reported, based on a meeting sponsored by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). The International Standard Classification of Education (ISCED) was developed to facilitate the comparability of national systems of higher education in the region. The criteria include length of study, content of studies, and admission requirements. Reports about the application of ISCED at the national level indicate that ISCED principles and criteria have gained greater recognition and adaptations have been made in applying ISCED according to national needs. Experiences of international organizations in applying ISCED by its member states are also reported. Problems in application of the ISCED include: criteria for distinguishing between levels 5, 6, and 7 of higher education; questions about certain distinctions in terms of fields of study proposed by ISCED; the fact that distinguishing between adult higher education and traditional higher education is becoming increasingly artificial; and the fact that national education systems have diversified considerably since the publication of ISCED. Appendices include a list of experts who attended the meeting and the meeting agenda. (SW)

Carpenter, Judi
Trends in Bachelors and Higher Degrees, 1975-1985.
Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Aug 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bachelors Degrees; Degrees (Academic); *Doctoral Degrees; *Educational Trends; Females; *Higher Education; Majors (Students); Males; *Masters Degrees; Private Colleges; *Professional Education; Public Colleges; Trend Analysis

National trend data on bachelor's, master's, doctor's, and first-professional degrees are presented by sex of recipient and field of study for the period 1974-1975 through 1984-1985. Data were collected through the survey of Degrees and Other Formal Awards Conferred, which is part of the Higher Education General Information Survey. Data on degrees are presented by level of degree, sex of recipient, public or private control of the institution, and program area or field of study. Findings include: the number of bachelor's and higher degrees conferred annually increased five percent between 1975 and 1985; bachelor's degrees were up six percent; the number of master's degrees dropped for 7 years straight, between 1977 and 1984; doctor's degrees peaked in 1975, and declined three percent by 1985; the first-professional degrees increased at an average annual rate of three percent; the number of degrees awarded to women continued to grow at all degree levels; there was an overall decline in the number of bachelor's and master's degrees awarded in the arts and sciences; education and engineering were among the five largest fields of study at each degree level; and computer and information science fields had high rates of growth between 1975 and 1985. (SW)

ED 286 461 IR 012 396

Shere, Daniel T.; Cannings, Terence R.

A Model Code of Ethics for the Use of Computers in Education.

PUB DATE- 16 Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *Delphi Technique; Elementary Secondary Education; Equal Education; *Ethics; *Guidelines; Interprofessional Relationship; Material Development; *Models
IDENTIFIERS- *International Council for Computers in Education

Two Delphi studies were conducted by the Ethics and Equity Committee of the International Council for Computers in Education (ICCE) to obtain the opinions of experts on areas that should be covered by ethical guides for the use of computers in education and for software development, and to develop a model code of ethics for each of these areas. Conducted in 1984, the first study used two populations, a Delphi process panel of 19 nationally recognized experts who identified guidelines, and a sample of randomly selected school administrators who were asked to rate the appropriateness of these guidelines for inclusion in a code of ethics for computer use in education. The seven members of the ICCE Ethics and Equity Committee, who represented Israel, Canada, England, and a cross-section of the United States, acted as the Delphi panel for the second study, which focused on the refinement of the guidelines developed by the first one. The Delphi instrument was found to be an appropriate technique to compile the principles for the two codes, which were validated both by practitioners and the international Ethics and Equity Committee. It is noted that issues related to awareness and implementation of the code still need to be addressed by the committee. The code for computer use addresses issues related to curriculum, access to computers, software, teachers, future impact/consequences, privacy/confidentiality, students, other constituents, computer applications, quality, and school organization. The code for software development covers issues related to software, hardware, and overlapping conduct between the user and the developer. Copies of both codes are included as well as an eight-item reference list. (RP)

ED 286 493 IR 012 850

Broughton, John M.
Machine Dreams: Computers in the Fantasies of Young Adults.
PUB DATE- Apr 87
NOTE- 68p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Analysis; Creative Expression; *Fantasy; Games; Graduate Students; Higher Education; *Microcomputers; Narration; Pilot Projects; *Projective Measures; *Student Attitudes; Young Adults
IDENTIFIERS- Bateson (Gregory); Social Thought

Designed to pilot a particular technique for eliciting imaginative constructions centered on the microcomputer, this exploratory study used a "projective" type method with a game format that required group performance. Students in a mixed class of 88 graduate students enrolled in a course on social thought were directed to generate multiple fantasy narratives around computer use. To do this, each student was given a sheet of paper with the first line of a story--"Norman (or Jane) sat down at the computer"--and instructed to write the next line of the story. The sheets were then folded in such a way that only the last sentence written was visible and passed down four seats to the left. As the students received the next sheet, they added another sentence and this procedure was repeated until the completed stories averaged 6 to 7 lines in length. Analyses of the data to identify and illustrate qualitative themes and patterns in the stories found the predominant thematic dimension to be the hedonic continuum, from pleasure to pain, with a distinct bias in content toward the latter. A comparison of the results with Gregory Bateson's theories on man and high technology concludes the paper, and an extensive reference list is provided. (RP)

ED 286 508 IR 052 113

Boegen, Anne, Ed.
Young Adult Services Manual.
Florida State Library, Tallahassee.
PUB DATE- 86
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Community Relations; *Library Materials; Library Networks; Library Personnel; *Library Planning; *Library Services; Outreach Programs; *Program Development; *Public Libraries; Questionnaires; User Needs (Information)
IDENTIFIERS- *Florida

Designed to offer guidelines, ideas and help to those who provide library service to young adults, this manual includes information about the provision of young adult (YA) services in six sections. The first section, which addresses planning and administration, includes a definition of a young adult and a checklist for determining community needs for YA services. It also covers how to do a school survey of YA usage, goals and policies for YA service, staff, training, youth advisory boards, budget and funding, library space, gaining administrative support, evaluation of services, and long-range planning. Focusing on materials, the second section covers selection, records and cassettes, posters, weeding the collection, patron complaints and censorship, and suggested titles for a YA collection. The third section covers reference and homework help, including standards and guidelines for reference service, reference needs of YAs, reference sources for YAs, library instruction, information and referral, and special problems and helps. Outreach and community contacts are covered in the fourth section, which includes surveying community resources and agencies, working with the schools, and services for the disabled. Programming is covered in the fifth section, which includes planning programs, publicity, booktalking, teen volunteers in the library, and program ideas, and the final section briefly describes and lists YA networks in Florida. Each of the first five sections is followed by a bibliography of related materials, and various sample forms are provided. (KM)

ED 286 522 IR 052 127

Rholes, Julia M.; Caldwell-Wood, Naomi

ERIC SilverPlatter: Is It User Friendly?

PUB DATE- Jul 87

NOTE- 26p.; Paper presented at the Annual Meeting of the American Library Association (San Francisco, CA, June 27-July 2, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Computer Literacy; Education Majors; Evaluation Criteria; Higher Education; Indexes; *Intermode Differences; *Library Instruction; Library Surveys; *Online Searching; *Optical Disks; Reference Services; Use Studies

IDENTIFIERS- Current Index to Journals in Education; *ERIC; Resources in Education; *SilverPlatter Information Inc; Texas A and M University; User Preferences

This study conducted at Texas A&M University compares two types of training approaches using ERIC SilverPlatter (ERIC SP). Education students received either: (1) a one hour training session on basic search commands and strategies, or (2) a four page instructional handout that described basic search commands, Boolean logic, and special features with examples. Both groups performed searches using the system and then completed evaluation forms that inquired about academic background, previous computer experience, library experience, and user reactions to ERIC SP. Data obtained from the 73 users who completed the survey indicated that, while many users will need assistance with ERIC SP, the classes are not essential for the successful implementation of an ERIC SP service. The six figures attached to this report include lists of user comments and selected search topics as well as copies of the user survey and the instructional handout. (RP)

ED 286 563 JC 870 438

Robledo, Gilbert
Learning Disabled Student Use of Microcomputers in Learning Disabilities Programs at California Community Colleges.
PUB DATE- 12 Jun 87
NOTE- 15p.; Post Doctoral Research, University of California, Santa Barbara.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Educational Experience; *Elementary Secondary Education; *Learning Disabilities; *Microcomputers; Two Year Colleges; *Two Year College Students

A study was conducted to explore the use of microcomputers in elementary and secondary schools by learning disabled students currently attending a community college in California. Learning disabilities specialists at each community college were asked to identify one currently enrolled student who had used microcomputers in any of the lower grade levels. Completed questionnaires were obtained from 18 of the 106 colleges. Study findings included the following: (1) the average age of the students was 22, with a range from 18 to 40 years of age; (2) the majority of the students had used microcomputers in senior high school; (3) microcomputers were used primarily in regular classes as opposed to in special education programs; (4) 10 of the students had had microcomputers at home while attending high school and college, with Apple microcomputers being the most popular choice; (5) 17 of the students worked independently on microcomputers; and (6) 14 of the students indicated that their prior experience with microcomputers had been "somewhat" or "very helpful" to them in their college classes. The survey instrument is appended. (EJV)

ED 286 577

PS 016 325

Tregoning, Julia
The Effects of Television on Children. Foundation for Child and Youth Studies Selected Papers Number 47.
Foundation for Child and Youth Studies, Kensington (Australia).
PUB DATE- 86
NOTE- 21p.; Produced by the Education & Research Unit.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Advertising; Childrens Television; Developmental Stages; *Mass Media Effects; *Parent Responsibility; Socialization; *Television Viewing; *Violence

This paper begins with an introduction which covers viewing time; television as a significant developmental experience; Piagetian stages of cognitive development; and changing developmental tastes in television viewing. The paper then focuses on television in relation to learning; television and violence; advertising; and parents' ability to affect children's reactions to television. The discussion of television and learning explores active and passive television viewing; Sesame Street; television as a socialization agent; and relations between the three factors of cognitive learning, education, and television. Television and violence are discussed in terms of research findings. It is concluded that in general it is not desirable to televise violence. The discussion of television and advertising reports effects of televised ads on children. The concluding section, on television and parents, explores findings which suggest that parents who mediate their children's television viewing have a positive influence on their children. It is concluded that what a child does with television and what television does to a child are reciprocal and interdependent processes. (RH)

ED 286 592 PS 016 750

Anderson, Jeffrey; And Others
Applying Automation to Investigations of Child Abuse. Impact Evaluation Report on the Case Decision Project (September 1, 1984, to August 31, 1986).
Texas State Dept. of Human Services, Austin.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 8 Jun 87
NOTE- 225p.
GRANT- OHDS-90-A-0974/01
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Automation; *Child Abuse; *Computer Oriented Programs; *Computer Software; *Investigations; Models; Program Evaluation; Questionnaires; State Programs; *Workbooks
IDENTIFIERS- *Texas

Because increased need for child protective services exceeded the Texas Department of Human Services' capacity for timely response, a 2-year Case Decision Project was implemented with the aim of applying automation to parts of the case investigation process. The project produced a Case Investigation Decision Support System with two sections: a manual version and an automated version. The manual version consists of a workbook that leads users through a standardized method for obtaining case information and making case decisions. Although the workbook was designed to prepare users for the automated version, it can also be used by itself. In a pilot test, the workbook gained broad acceptance. Part I of this document gives a full report on the evaluation of the workbook, and discusses several problems which were identified by pilot testing of the automated version. Part II provides details on the evaluation of the automated version. Related materials, including questionnaires, model outlines, status reports, and design resources, are appended. (RH)

ED 286 607 PS 016 798

Muscella, Deborah

The Construction of a Learning Environment: A Typology of Personal Constructs.

PUB DATE- Apr 87

NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Anglo Americans; *Beliefs; *Classification; *Classroom Environment; Classroom Research; Cognitive Dissonance; Educational Practices; Ethnic Groups; Hispanic Americans; *Kindergarten Children; Learning Activities; Longitudinal Studies; Models; *Parents; Pictorial Stimuli; Primary Education; *Teachers

IDENTIFIERS- Constructivism; Multiple Measures Approach; Personal Construct Theory; Situational Context; Social Ecology

A year-long, social-ecological study assessed a kindergarten classroom setting and the beliefs of 32 kindergarten children, 9 parents, and 2 teachers, for the purpose of illuminating the interactive nature of the person-environment interaction model of the learning environment. Children were from lower- and middle-income Anglo and Hispanic families. Assessment involved multiple methods and analyses. Two of the important findings of the study were that the participants had complex beliefs about learning events and that discordance between the participants' beliefs and the teaching-learning structure persisted throughout the school year. Development of learning beliefs into a typology of personal constructs proved invaluable in uncovering the complexity of learning beliefs and learning events. This report describes the participants; setting; classroom situation; a taxonomy of classroom learning events; classroom observations; participant beliefs; personal construct theory; research instruments; tasks structured by teachers and by children; configuration of groups during learning events; the classroom teaching learning paradigm; the typology of beliefs about learning; differences in construct type between Anglo and Hispanic children; differences between higher- and lower-achieving children; differences in adults', teachers', and children's views about events which occurred in the classroom situation; and implications of the findings for the construction of classroom learning environments. (RH)

ED 286 621 PS 016 817

Handbook on the Implementation of Anti-Victimization Programs for School Children.

Texas Crime Victim Clearinghouse, Austin.; Texas Governor's Special Subcommittee on Child Abuse Prevention, Austin.

PUB DATE- 85
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Child Abuse; Child Neglect; Children; *Community Action; Criminals; Criteria; *Elementary School Students; Elementary Secondary Education; Identification; Inservice Teacher Education; *Prevention; Profiles; Program Evaluation; *Program Implementation; *State Legislation; Teacher Responsibility; *Victims of Crime
IDENTIFIERS- Symptoms; Texas; *Victimization

This handbook concerns the victimization of children, community awareness of child abuse, what Texas law demands of educators, in-service training on child abuse and neglect, and implementing anti-victimization programs for children. The victimization of children is discussed in terms of four basic types of victimization, facts and myths about victimization, and profiles of perpetrators. Community awareness and community coalitions are then considered. A community assessment checklist is provided. The discussion of the demands of Texas laws on educators includes information on the reporting law, reports of child victimization, identification of abuse and neglect, and physical and behavioral indicators. A transcript of Chapter 34, Texas Family Code: Report of Child Abuse, is provided. Material on in-service training about child abuse describes House Bill 986 concerning mandated in-service training and discusses sources of teacher training, suggested content of training, and the use of hypothetical scenarios. Included are teacher in-service worksheets. The implementation of programs for children is discussed with regard to teaching personal safety and criteria for an effective anti-victimization program. Also provided are an action plan format and examples of criteria-guided pre-implementation program evaluation for various levels of school. Appendices provide information about responding to disclosures, help for schools' implementation programs, parent participation, and available programs. (RH)

ED 286 637 PS 016 844

Robinson, Clyde C.

Measuring Divergent Thinking Ability of Preschool Children Using Demonstrative as Well as Verbalized Responses.

PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Age Differences; *Cognitive Ability; *Divergent Thinking; *Kindergarten Children; *Preschool Children; Preschool Education; Primary Education; *Research Methodology; Responses; *Verbal Ability

Divergent thinking ability of 30 preschool children 4 years of age was assessed with a multiple-use task procedure that was modified to allow the subjects to demonstrate and verbalize their responses. Findings indicated that fluency scores were greater for demonstrated responses than for verbalized responses. The correlation between verbal fluency and demonstrated fluency was negative, and the total fluency score was highly correlated with the demonstrated fluency component. Findings on verbal and demonstrative divergent thinking components of the study were compared to the results of a previous study which used a standard multiple-use task procedure with kindergarten children. It is concluded that tentative findings support the claim that preschool children are not as verbally sophisticated as older children. Therefore, their divergent thinking ability can be more accurately assessed when a demonstration component is included in the experimental task. (Author/RH)

ED 286 718   SE 048 376

Albrecht, Jean, Ed.; Rodkewich, Patricia, Ed.
Social Sciences in Forestry. A Current Selected Bibliography and Index. No. 71.
Minnesota Univ., St. Paul. Coll. of Forestry.
PUB DATE- Jun 87
NOTE- 102p.; Additional support provided by the U.S. Department of Agriculture Forest Service Research Division. For the previous bibliography see ED 282 721.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Agronomy; Annotated Bibliographies; *Conservation (Environment); Economics; *Environmental Education; *Forestry; Land Use; *Lumber Industry; *Natural Resources; Recreation; Trees; Wildlife Management

This issue of "Social Sciences in Forestry" provides an annotated bibliographic listing of 682 current references arranged according to four major areas of forestry: (1) social sciences applications to forestry at large (containing citations on resources, history, legislation, policy, planning, appraisal and valuation, investment and finance, taxation, subsidization, agroforestry, economics, education, research, technology transfer, and environmental concerns); (2) social sciences applications to forest management (with references on multiple use management, ownership of public and private lands, labor, and protection); (3) production of forest goods and services (addressing areas such as outdoor recreation, wilderness and range management, urban forestry, watershed management, fish and wildlife, and wood production); and (4) social sciences applications to forest industries (focusing on wood-using industries and other forest industries, wood energy, marketing and trade, and transportation). A total of 40 subheadings are divided among the major areas. An author index is provided. (TW)

ED 286 733 SE 048 571

Roth, Christopher; Chaiklin, Seth

Emerging Consensus in Novice Physics Problem Solving Research.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
GRANT- MDR-865-1591
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *College Science; Concept Formation; Higher Education; *Misconceptions; Models; *Physics; *Problem Solving; Science Education; Science Instruction; Scientific Concepts; Scientific Methodology; Secondary Education; *Secondary School Science; Theory Practice Relationship
IDENTIFIERS- Science Education Research

During the summer of 1986 a conference funded by the National Science Foundation (NSF) was organized to assess the current state of cognitive research on the psychology of physics problem solving, and to examine the needs of physics instructors and instructional designers that must be addressed by a psychological theory of physics problem solving. This paper outlines a consensus model of the novice physics problem solver that was identified at the conference. It describes a general perspective and a frame of reference about physics problem solving, and indicates some of the disagreements. The paper focuses primarily on the observation that novices often have multiple interpretations of physics concepts. Both theoretical and practical implications of this observation are discussed. It is suggested that this framework be used to interpret many efforts to design effective physics instruction, particularly those concerned with problem solving performance and learning. (TW)

ED 286 748 SE 048 588

Applied Academics. Applied Mathematics: Carpentry. Curriculum Bulletin VE-36.

Cincinnati Public Schools, OH. Div. of Student Services.

PUB DATE- 86
NOTE- 160p.
AVAILABLE FROM- Cincinnati Public Schools, 230 E. Ninth St., Cincinnati, OH 45202.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; *Carpentry; *Course Descriptions; Educational Objectives; *Grade 11; *Grade 12; High Schools; Integrated Activities; *Mathematics Curriculum; Mathematics Instruction; Secondary School Mathematics; Student Evaluation; *Vocational Education
IDENTIFIERS- *Ohio (Cincinnati)

This publication contains the Applied Mathematics Curriculum (Carpentry) for grades 11 and 12 for the Cincinnati (Ohio) Public Schools. The curriculum is part of a larger program (the Applied Academics Program), which emphasizes the integration of mathematics and the language arts with vocational content. Included in the document is a description of the Applied Academics Program (including its philosophy, goals, and evaluation policy), the Applied Mathematics Program (including its philosophy, goals, program objectives, and subject objectives) and the Applied Mathematics Curriculum for grades 11 and 12 (Carpentry I and II). The curriculum outlines include vocational student objectives and student activities and related academic student objectives and student activities. The appendices contain evaluation instruments and forms. (RH)

ED 286 449 HE 020 768

Agreement between University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii, 1987-1989.

Hawaii Univ., Honolulu. Board of Regents.; National Education Association, Washington, D.C.

PUB DATE- 87
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Retrenchment; Sabbatical Leaves; *State Universities; Teacher Discipline; Teacher Retirement; Teacher Salaries; Tenure; Tenured Faculty; Unions
IDENTIFIERS- Faculty Reappointment; National Education Association; *NEA Contracts; Personnel Files; Union Rights; *University of Hawaii

The collective bargaining agreement between University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii for the period 1987-1989 is presented. Items covered in the agreement include: unit recognition, outside employment, exemption from tuition, duty period, paid and unpaid leaves of absence, sabbatical leaves, study leaves, vacation, sick leave, holidays, leave without pay for professional improvement, faculty travel, academic freedom and responsibility, tenure and service, renewal of contracts during probationary period, promotion, tenure application and review, faculty personnel panel, retrenchment, placement of retrenched faculty, employment rights of retrenched tenured faculty, reappointment of retrenched faculty, representation rights, appointment to administrative duties, transfer of tenure within the University of Hawaii, disciplinary actions, suspension or discharge, personnel files, adequate security, health and safety, salaries, health fund contributions, compensation for academic chairs, grievance procedure, rights of the employer, and no strike/lockout clause. Salary schedules for specific institutions and sectors are included. (SW)

ED 286 537 IR 052 153

Rockman, Ilene F.; Adalian, Paul T., Jr.
Training Concerns for an Online Public Access Catalog.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; Costs; Higher Education; Instructional Materials; *Library Instruction; Library Personnel; Library Planning; *Online Catalogs; *Staff Development; User Needs (Information); Users (Information)
IDENTIFIERS- *California Polytechnic State University; *User Training

This report is designed to raise issues and concerns which will affect the successful implementation of an education and training program once an online public access catalog (OLPAC) has been installed in the Kennedy Library at California Polytechnic State University (Cal Poly), San Luis Obispo. Information presented in the document was gathered from sources including academic library experiences published within the last five years, a telephone survey of academic librarians representing a diversity of locations and variety of OLPAC systems, and vendor-supplied promotional materials. A discussion of staff concerns recommends beginning a staff training program six months prior to the time the OLPAC will be ready for public access and assigning the responsibility for staff and user training to one individual, including the preparation of instructionally related materials. A consideration of users and online catalogs briefly summarizes the Online Public Access Catalog Evaluation Project funded by the Council on Library Resources (CRL) in 1981, and discusses such concerns as the value of online catalog instruction, how users learn to use the catalog, user acceptance of and problems with OLPACs, and the budgetary impact of OLPACs on reference service. Finally, six specific recommendations for the Kennedy Library at CAL Poly are presented. References to 26 sources are provided. (KM)

The Status of the Transfer Function. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 84
NOTE- 3p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Articulation (Education); *College Transfer Students; *Community Colleges; Educational Assessment; Educational Counseling; Higher Education; *Program Effectiveness; *Transfer Programs; Two Year Colleges
IDENTIFIERS- ERIC Digests

Increased national attention to the quality of education has resulted in a more critical examination of the community college transfer function. This concern for transfer has been precipitated by several factors: (1) the declining percentage of community college students who transfer; (2) the growth of the community services, vocational, and remedial curricula; (3) a perceived decline in the academic performance of community college transfer students at four-year institutions; and (4) research indicating that students starting their collegiate careers at two-year colleges have a smaller chance of attaining a baccalaureate than do freshmen at residential, four-year insitutions. There are, however, several barriers to an accurate assessment of the transfer function, including the lack of norms relating to the transfer function, flawed counting procedures, lack of accurate data on the number of students transferring, and difficulty in interpreting data on the upper-division performance of community college students who do transfer. Community colleges are responding to these growing concerns with a renewed emphasis on mandatory basic skills assessment and counseling. In a recent study, over 60% of the colleges surveyed required academic advising for all students, for students taking more than a certain number of units, or for all new students. In addition, most of the colleges utilized placement or assessment testing as a means of directing students into classes for which they were academically prepared. The current reexamination of transfer education has resulted in the increased acceptance of an enhanced community college role in serving academically talented students and in greater recognition of the need for assessment and tracking programs that identify transfer students and assist them toward their degree goals. (EJV)

ED 286 667 RC 016 376

Hubchen, Jonathan
Selected Topics in Peace Corps Training.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for International Agricultural Education (3rd, Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Training; Developing Nations; Employment Experience; *Experiential Learning; *International Programs; Job Training; *Leadership Training; Skill Development; Social Environment; Technical Assistance; Trainees; Trainers; *Training Methods; Volunteer Training
IDENTIFIERS- *Peace Corps

Steps to alleviate the problems in achieving successful technical and cross-cultural training for United States Peace Corps volunteers are discussed. Historically, training was conducted at American universities or centers in Puerto Rico, Hawaii, or the Virgin Islands, but by the mid-1970s, in response to criticism that this provided inadequate preparation for the social conditions volunteers would find in their assigned communities, most of the training was being conducted in the host countries. Inadequacy of technical training meant volunteers were generalists, not specialists. However, it was felt that generalists could become experts given the proper training in self-reliance and self-determination with regard to individual service goals. Three current programs designed to provide such training are: (1) David Leonard's trainers' orientation manual (stressing clear definition of goals, resources, and process of training, and describing the training program as an experiential learning experience); (2) James McCaffery's manual (designed to familiarize the student with basic concepts of development); and (3) the Peace Corps' Information and Exchange Division workshops (concerned with agricultural marketing in developing countries, and experiential learning). However, none of these programs describes how to identify local leaders and prepare them to take responsibility for community projects, and a useful guide to this process is Helen Strow's training manual (1974). A greater degree of consistency needs to be ensured amongst trainers, and efforts should be made to match volunteers and assignments. Preservice training programs should be concerned with accumulation of experience rather than specific technical skill. (JMM)

ED 286 692 RC 016 416

Priest, Simon
Preparing Effective Outdoor Pursuit Leaders.
Oregon Univ., Eugene. Inst. of Recreation Research and Service.
PUB DATE- 87
NOTE- 130p.; Monograph derived from doctoral dissertation, University of Oregon.
AVAILABLE FROM- University of Oregon Press, Institute of Recreation Research and Service, Dept. of Leisure Studies and Services, University of Oregon, Esslinger Hall, Eugene, OR 97403 ($12.00, 10% discount for over 10 copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adventure Education; *Certification; Credentials; Decision Making Skills; Group Instruction; Instructional Leadership; Interpersonal Competence; Leadership Qualities; *Leadership Training; Management Development; Motivation Techniques; Nationalism; Organizational Effectiveness; *Outdoor Activities; *Outdoor Education; Personality Traits; Physical Fitness; Problem Solving; Safety Education; *Selection; Self Concept; Skill Development; Surveys; *Training Methods; Training Objectives
IDENTIFIERS- Australia; Canada; Great Britain; New Zealand; United States

Information related to selecting, training, and certifying outdoor leaders for high adventure pursuits, is provided by selected experts from five English-speaking nations (Great Britain, Australia, New Zealand, Canada and the United States). Patterns of differences and similarities among these nations regarding outdoor leadership components and preparation strategies were identified, and these similarities and differences were explained on the basis of national characteristics specific to each country. Surveys were sent to 50 experts in each nation, to determine what is required to create a competent leader, how outdoor leaders are prepared in each of the countries, and why countries apply different techniques in their preparation of outdoor leaders. The experts ranked and rated 14 outdoor leadership components (motivational philosophy and interest, physical fitness, healthy self-concept and ego, awareness and empathy for others, personable traits and behavior, flexible leadership style, technical activity skills, safety skills, organizational skills, environmental skills, instructional skills, group management skills, problem solving/decision making skills, and sound judgment based on experience), and were asked if they would consider including these components in the selection, preparation and certification of outdoor leadership candidates. Results are compared and discussed and a suggested model of outdoor leadership preparation based on the opinions of the experts and called the PEOPL (Preparing Effective Outdoor Pursuit Leaders) Paradigm is presented. A six-page reference list concludes the monograph. (JMM)

ED 286 363 FL 016 879

Lepke, Helen; And Others

Driver Training in the Federal Republic of Germany. Support Material and Test Pamphlets.

American Association of Teachers of German.

PUB DATE- 79
NOTE- 87p.
AVAILABLE FROM- American Association of Teachers of German, Rt. 38, 523 Building, Suite 201, Cherry Hill, NJ 08034 ($1.95 member, $2.45 nonmember ea., $9.95 member, $12.50 nonmember set).
LANGUAGE- German; English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Certification; *Driver Education; *Foreign Countries; *German; Instructional Materials; Laws; Multiple Choice Tests; Second Language Instruction; *Signs; *Traffic Circulation; *Traffic Control; Traffic Safety; Vocabulary Development
IDENTIFIERS- *West Germany

A collection of German second language instructional materials on driving in West Germany includes: 18 pamphlets on traffic and driving regulations, each with 15 multiple-choice questions in German; an answer key; a text giving background information in English; a vocabulary list with English translation; a chart of traffic signs; and an example of a German driver's license. (MSE)

ED 286 379 FL 016 929

Latin for Communication. New York State Syllabus.
New York State Education Dept., Albany. Div. of Program Development.
PUB DATE- 87
NOTE- 67p.; Supersedes ED 262 611.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communicative Competence (Languages); Cultural Awareness; *Curriculum Design; Curriculum Development; *Educational Objectives; Educational Philosophy; Educational Technology; Elementary Secondary Education; Interdisciplinary Approach; *Language Proficiency; *Latin; Public Schools; Second Language Programs; State Curriculum Guides; *State Standards; Student Evaluation
IDENTIFIERS- *New York

New York State's syllabus for instruction in Latin is designed to help local school district personnel fulfill state mandates and develop curricula consistent with state standards. It identifies the components of intended learning outcomes and implications for instruction, but does not specify instructional methods to be used. The guide outlines the overall educational philosophy and communicative approach on which the syllabus is based; describes the benefits of studying Latin; states the syllabus goals and their relationship to specific Board of Regents goals; defines and describes the four components of communication (functions, situations, topics, and proficiencies) and their relationship to the intended learning outcomes; identifies areas of linguistic and cultural study to be addressed; lists the intended learning outcomes; describes a curriculum development process that can be used locally; offers suggestions for teaching Latin for communication and presents a classroom example integrating the elements and components of communication; suggests interdisciplinary activities to enhance language instruction; describes uses of technology for enhancing instruction; and discusses the role of evaluation in language instruction. A list of overall Board of Regents goals for elementary and secondary education is appended. (MSE)

ED 286 477 IR 012 810

Hall, Susan M.
Using the Appleworks Word Processor (A Self-Paced Manual).
Saint Mary's Univ., San Antonio, Tex.
PUB DATE- 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; College Students; Computer Software; *Microcomputers; *Word Processing
IDENTIFIERS- *AppleWorks

Step-by-step instructions for using the Appleworks word processing program are provided in this manual designed to introduce students at Saint Mary's University (Texas) to the use of word processing for writing papers in their courses. The five lessons cover the following topics: (1) facts about computers and the equipment needed to complete this module; (2) text entry and editing; (3) formatting and printing the text; (4) making major revisions; and (5) finishing touches such as underlining, indenting, superscripts, page breaks, and page numbering. It is noted that the university library makes this manual available to students, as well as the Appleworks software and the "Appleworks Reference Guide." (MES)

ED 286 421 HE 020 681

Higher Education Amendments of 1986. Conference Report to Accompany S. 1965. House of Representatives, 99th Congress, 2nd Session.
Congress of the U.S., Washington, D.C. House.
REPORT NO.- House-R-99-861
PUB DATE- 22 Sep 86
NOTE- 478p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Black Colleges; College Administration; College Buildings; College Libraries; College Science; Construction Programs; Cooperative Education; Cultural Awareness; Educational Research; Federal Aid; *Federal Legislation; Fellowships; Graduate Study; *Higher Education; International Education; Minority Groups; Nontraditional Students; School Business Relationship; *Student Financial Aid; Teacher Education
IDENTIFIERS- Congress 99th; *Higher Education Act Amendments 1986

This conference report covers the Higher Education Amendments of 1986. The following titles of the Higher Education Act are amended: Title I, Postsecondary Programs for Nontraditional Students; Title II, Libraries; Title III, Institutional Aid; Title IV, Student Assistance; Title V, Teacher Training and Development; Title VI, International Education Programs; Title VII, Construction and Renovation; Title VIII, Cooperative Education; Title IX, Graduate Programs; Title X, Improvement of Postsecondary Education; Title XI, Partnerships for Economic Development and Urban Community Service; Title XII, General Provisions; Title XIII, Education Administration; Title XIV, Education Research and Statistics; Title XV, American Indian, Alaska Native, and Native Hawaiian Culture and Art Development; and Title XVI, United States Institute of Peace. Parts of the Titles include: specific federal student aid programs; program and planning grants; strengthening institutions; strengthening historically black colleges and universities; midcareer teaching training and nontraditional students; school, college, and university partnerships; professional development and leadership programs; teacher scholarships and fellowships. (SW)

ED 286 436 HE 020 714

Thielens, Wagner, Jr.
The Disciplines and Undergraduate Lecturing.

PUB DATE- Apr 87
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Sciences; *College Instruction; *College Science; Comparative Analysis; Higher Education; *Humanities; *Intellectual Disciplines; *Lecture Method; Physical Sciences; *Social Sciences; Undergraduate Study

Characteristics of disciplines that affect undergraduate lecturing and teaching approaches were studied in the fields of the physical sciences, life sciences, humanities, and social sciences. A 1981 questionnaire on the lecture method of instruction was completed by a random sample of 820 teachers in the undergraduate liberal arts divisions of U.S. universities. A subsample of 81 teachers provided open-ended interviews. In teaching undergraduate classroom course sessions, 80% of the 820 had lectured throughout all or most of the class period. The available original disciplinary knowledge about course topics was voluminous, complexly articulated, and advanced in nature. Instructors needed to make a stringent selection from the oversupply of raw materials, needed to create teachable organizations of disciplinary topics, and needed to make the material understandable. For the physical and life sciences, lecturing worked best, while in literature, discussion techniques were favored, and in social sciences a mixed mode was used. Also assessed was the role of class size and teachers' early predispositions as factors mediating the impact of disciplinary attributes on the classroom. (SW)

ED 286 509 IR 052 114

CALTAC-WILL 1985-1986. Including CALTAC-WILL 1983-1985. Proceedings of Three Series of Regional Workshops in Library Leadership (California, 1983-1986).

California Association of Library Trustees and Commissioners, Petuluma.

SPONS. AGENCY- California State Library, Sacramento.
PUB DATE- Nov 86
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Relations; Computer Software; Financial Support; Legislation; *Library Administration; Library Automation; *Library Planning; Library Services; Position Papers; *Public Libraries; *State Libraries; *Trustees
IDENTIFIERS- *California; *CALTAC WILL

Published in response to requests for a permanent record of California's CALTAC (California Association of Library Trustees and Commissioners) WILL (Workshops in Library Leadership) program, an ongoing program funded by an LSCA (Library Services and Construction Act) grant from the California State Library, this report is a compilation of the presentations given at each of the first three series of CALTAC-WILL regional workshops. Following a listing of the 1986 CALTAC board of directors and an explanation of the CALTAC-WILL program, original papers presented at the workshops include: (1) 1985-86 workshop presentations on "New and Significant Legislation on State and Local Levels" (Gary E. Strong); "The Trustee as Catalyst" (Aileen Schrader); "Your Community Library--What It Owes You, Your Public, and Your Staff" (Linda Wood); and "The Perception of Libraries as Information Centers" (Larry Orenstein); (2) 1984-85 workshop presentations on "The Current Library Scene in California" (Gary E. Strong); "A Day in the Life of a Library--A Trustee's View" (Bea Chute); "Library Public Relations--Overcoming Invisibility?" (Al Carlson); "Money Matters--Fundraising Fundamentals" (Linda Katsouleas); and "Library Computers--Avoiding the Pitfalls" (Jeanne Guertin); and (3) 1983-84 workshop presentations on "Strategies for Library Service in the 1980's" (Gary E. Strong); "The Politics of Planning" (Lelia C. White); "Money--The Where From and the Wherefore" (Nancy A. Van House); "Computers and Libraries--A Happy Marriage" (Jeanne Guertin); and "Trustees--Who Are They? What Should They Do?" (Marilyn E. Stevenson). A brief listing of software for libraries is also included. (KM)

ED 286 564 JC 870 439

Robledo, Gilbert
Microcomputer Use in Learning Disabilities Programs at California Community Colleges.
PUB DATE- 12 Jun 87
NOTE- 36p.; Sabbatical research project, University of California, Santa Barbara.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; *Learning Disabilities; *Microcomputers; Questionnaires; Resource Allocation; Special Programs; State Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California

A study was conducted to gather information about the use of microcomputers within the learning disabilities (LD) programs in California community colleges. Surveys were sent to all 106 two-year colleges in the state, requesting information on the number of students enrolled in LD programs, the kind and number of computers used in the LD programs, computer availability to students and LD instructors, microcomputing plans, decision making, funding sources, cooperation with other departments, ways in which the computers are used, and use of or interest in particular computer programs. Study findings, based on responses from 43 colleges, included the following: (1) 20 of the colleges had medium-sized programs, serving between 60 and 95 LD students; (2) very few of the colleges were serving limited- or non-English-speaking students in their LD programs; (3) 27 of the colleges reported that their LD students had their own microcomputers at home; (4) 35 colleges reported that they utilized microcomputers within their LD programs, with a range of one to five microcomputers per program; (5) 24 of the respondents did not feel that their faculty was sufficiently knowledgeable about microcomputers; and (6) 15 colleges indicated that microcomputers were being used to support the activities of LD faculty for both instructional and noninstructional purposes. The survey instrument is provided. (AYC)

ED 286 578 PS 016 326

Black, Hedda Dasia
Racial Intolerance: A Child's Perspective. Foundation for Child and Youth Studies Selected Papers Number 48.
Foundation for Child and Youth Studies, Kensington (Australia).
PUB DATE- 86
NOTE- 18p.; Produced by the Education & Research Unit.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Children; Cognitive Processes; *Ethnic Groups; Foreign Countries; Intervention; *Racial Bias; *Responses; *Stereotypes
IDENTIFIERS- *Stigma

After a brief introduction to prejudice and stereotyping, this paper explores the feelings of stigmatized children; identifies components of stereotypes and prejudice; and discusses strategies for combating prejudice. The exploration of stigmatized children's feelings focuses on the time at which children become aware of their stigma and their responses to it. Responses may include rejection of their group identity, correction of their "blemish," use of stigma for secondary gain, and clinging to the safety of a group composed of similarly stigmatized persons. Included in the discussion is Van Dijk's (1983) hierarchy of prejudiced beliefs about minority "ethnic" groups, and examples of how social representation of minorities is used to process social information. The discussion of counterstrategies probes the significance of the attitudes of authority figures, the identification of the hidden curriculum and the way power is distributed in the schools, interracial or interethnic contact, and the development of cognitively sophisticated thinking regarding prejudice and stereotypes. (RH)

ED 286 593 PS 016 752

Heath, Robert W.; And Others
Summary of Program Evaluation Results: 1985-1986 School Year
Pre-Kindergarten Educational Program.
Kamehameha Schools/Bernice Pauahi Bishop Estate, Honolulu, HI.
PUB DATE- Oct 86
NOTE- 86p.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Auditory Tests; *Ethnicity; Expectation; *Hearing Impairments; Language Acquisition; Low Income Groups; *Parent Attitudes; Participant Satisfaction; Pregnancy; *Preschool Education; *Program Effectiveness; Program Evaluation; Sex Differences; Tables (Data)
IDENTIFIERS- Hawaii; *Kamehameha Schools HI

Reported are findings of the 1985-86 program evaluation of the prenatal-to-preschool and preschool programs operating under the auspices of the Kamehameha Schools/Bishop Estate. Evaluation of the prenatal-to-preschool program (the Kupulani Program) included item analysis of the Questions about Pregnancy Test, development of a revised data collection and entry system, and a survey of former Kupulani participants. In general, former participants were pleased with the progress of their children in school. Evaluation of the five preschool programs used data obtained from parent interviews, children's responses on a battery of educational tests, and results from a hearing and articulation screening program. Findings indicated that the preschools were effective. Children demonstrated dramatic growth in the competencies measured by educational tests. They also showed more cognitive growth than other Hawaiian children and performed better than other entering kindergarten children of all ethnicities statewide on at least one major educational assessment. However, children's scores were not at the level of national norms, except in the area of psychomotor skills. Findings also indicated that Hawaiian children were more likely than non-Hawaiian children to fail the hearing screening. A pattern of significant relationship between hearing screening results and performance on tests of language skills 7 or 8 months later was found. (RH)

ED 286 638 PS 016 846

Rothlein, Liz; Einspruch, Eric

A Study of Traditional Circle Games of Five-Year-Old United States Public School Kindergarten Children.

PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Games; Educational Objectives; *Elementary School Curriculum; Incidence; *Kindergarten; National Surveys; Primary Education; *Public Schools

A total of 203 teachers of 5-year-olds in public school kindergartens representing 35 states responded to a questionnaire about traditional circle games. The teachers were asked to identify three of the favorite traditional circle games used in their classrooms and to indicate how often and how long the games were played. In addition, teachers were provided with a list of major purposes for including games in the curriculum, and asked to rank the purposes for the games they had identified. The most common pairing of estimates of frequency and duration was that of three times per week at 30 minutes per game. The three major purposes for which traditional circle games were played were those of providing fun, and fostering social and physical motor development. Music-movement and racing games were the major game categories mentioned. Specifically, "Duck, Duck, Goose," "Farmer in the Dell," and "Hokey Pokey" were the three most frequently identified traditional circle games named by respondents. Six data tables are included. (Author/RH)

Trawick-Smith, Jeffrey
The Validity and Reliability of an Instrument To Measure the Dramatic Play Abilities of Young Children.
PUB DATE- Aug 87
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Demography; *Dramatic Play; Factor Structure; Interpersonal Relationship; Models; *Pretend Play; Role Playing; *Sex Differences; *Socioeconomic Status; Test Construction; *Test Reliability; *Test Validity; Videotape Recordings
IDENTIFIERS- Theoretical Analysis

The purpose of this study was to test the reliability and validity of an instrument designed to measure the dramatic and sociodramatic play activity of young children. A total of 31 children were selected from early education programs on the basis of sex and socioeconomic status. The spontaneous classroom dramatic play behavior of each child was videotaped and subsequently rated using a play measurement instrument developed for the study. Demographic correlates and intercorrelations among 11 behavior items in the play rating instrument indicated that the instrument was highly reliable. Its construct validity in relation to external variables was only partially confirmed. As hypothesized, most items correlated significantly and positively with socioeconomic status, overall dramatic play quantity, and the ratio of sociodramatic play quantity to overall dramatic play quantity. Only two of the items correlated positively with age. Sex differences were found on only one item. Findings on sex differences were contrary to predictions. Furthermore, items of the instrument did not cluster precisely as predicted. Two basic factors were identified and labelled 'sociodramatic play items' and 'individual dramatic play items.' Further research aimed at identifying relationships between play scores and various cognitive variables is recommended for the purpose of further validating the rating system. (Auhtor/RH)

ED 286 680 RC 016 400

Altschuld, James W.; And Others

Facilitator's Guide to Staff Training for the Rural America Series. Module VIII: Placement. Research and Development Series No. 149I.

Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 30p.; For related documents, see ED 142 760, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Career Education; *Career Guidance; Cooperative Programs; Elementary Secondary Education; *Guidance Programs; Job Placement; *Leadership Training; Learning Activities; Learning Modules; *Placement; Postsecondary Education; Program Development; Program Guides; *Rural Schools; Small Schools; Staff Development; Student Placement
IDENTIFIERS- *Facilitators; *Rural America Series

The eighth module of the Rural America staff training series is designed to help individuals gain a better understanding of the placement process. The module begins with a brief introduction to placement in terms of definitions and the current status of placement in the participants' schools, addressing questions of who provides leadership for placement, what kinds of assistance students receive, and who is receiving placement assistance. Issues to consider when developing specific activities that assist students are discussed; these include student needs and available family, school, and community resources. Five major steps necessary to develop a placement program are outlined: locating placement opportunities, securing placement opportunities, developing placement opportunities, maintaining placement opportunities, and evaluating placement programs. The following types of placement opportunities to be identified are presented: private employment, public employment, apprenticeship, military, education, volunteer, civic, and alternative. Ways in which to provide information to students through articles in local and school papers, bulletin boards, and guest speakers are described. Ways to develop student competence in completing application blanks, taking employment tests, money management, and interviewing skills and in preparing resumes through information packets, job-hunting clubs, seminars, and regular assistance are considered. (NEC)

ED 286 705 RC 016 438

Zarate, Narcisa
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 4p.
CONTRACT- NIE-400-83-0023
AVAILABLE FROM- ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Hispanic American Culture; *Hispanic Americans; Instructional Improvement; Language Proficiency; Language Role; Limited English Speaking; Mexican American Education; *Mexican Americans; *Reading Achievement; Reading Failure; Reading Skills; *Reading Strategies; *Skill Development; Student Needs
IDENTIFIERS- ERIC Digests

For Mexican American students, grade-level reading and overall academic achievement decline, as measured by standardized tests, as they progress through the educational system. By grade seven, 65% of Mexican American students fail one or more grade levels below expected achievement. To reverse this trend of academic failure, teachers need to use instructional strategies that are effective with Hispanic students. Junior high teachers will want to provide clear and concise sequential steps in assignments, devise a variety of activities using English language and reading skills, strive for effective English instruction, alert students to reading skills they possess, recognize students' varying language and reading skill levels, and provide individual instruction as needed. High school teachers should become more proficient in teaching reading skills, provide students with appropriate labels for reading skills, and encourage students to apply collateral cognitive processes to all reading assignments. Fifteen references dealing with reading instruction and minority students are appended. (JHZ)

ED 286 719 SE 048 377

Math Space Mission. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jun 87
NOTE- 322p.; For other products of the Regional Math Network, see SE 048 378-379.
GRANT- NSF-MDR-84-70399
AVAILABLE FROM- Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303 ($35.00; includes Fact Book and Problem Deck).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Astronomy; *Estimation (Mathematics); Geometric Concepts; Geometry; Mathematical Applications; Mathematical Concepts; *Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Problem Solving; Ratios (Mathematics); Science Education; Science Instruction; Secondary Education; *Secondary School Mathematics; Secondary School Science; Space Exploration; Space Sciences
IDENTIFIERS- Graphing (Mathematics)

This unit is intended to teach estimation skills in such a way as to be relevant and useful to students as they apply them in various problem-solving activities. The teaching activities feature the earth, exploration into space, and the other worlds in the solar system. The teacher's guide contains four modules. Module I suggests the use of several multi-media experiences to set the stage for the activities that follow. Module II, "The Solar System," incorporates teaching activities dealing with rounding numbers, estimation of sums, differences, products and quotients, graphing, and the application of these skills in problem solving. Module III, "The Space Shuttle," addresses the use of the space shuttle and stresses the mathematical concepts of ratio and proportion. Module IV, "The Space Colony," uses geometric concepts as students build a three-dimensional living space colony. The entire unit includes teacher notes, student worksheets, answer sheets, activity cards, transparency masters, and classroom games. It also contains a "Math Space Mission Fact Book," an annotated bibliography, and a "Math/Space Mission Problem Deck" (of card) for students. A "Solar System Planet Card Deck" is not included here insofar as it is duplicated in the "Math Space Mission Fact Book". (TW)

ED 286 734 SE 048 572

Zeidler, Dana L.; Lederman, Norman G.
The Effect of Teachers' Language on Students' Conceptions of the Nature of Science.
PUB DATE- 87
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 22-25, 1987). Contains some small and broken type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Classroom Communication; Communication Skills; *Language Patterns; Science Education; Science Instruction; *Science Teachers; *Scientific Attitudes; *Scientific Literacy; Secondary Education; *Secondary School Science; Teacher Student Relationship; Verbal Communication; Verbal Stimuli
IDENTIFIERS- *Nature of Scientific Knowledge Scale

Conveying an adequate conception of the nature of science to students is considered by many to be implicit in the broader context of what has come to be known as scientific literacy. It has also been demonstrated that possession of valid concepts of the nature of science do not necessarily result in better science teaching. This study examines the possibility that the language teachers use to communicate science content may provide the context (Realist or Instrumental orientations) in which students come to formulate a world view of science. Eighteen high school biology teachers and one randomly selected class from each of their sections (N=409) students were administered pre and post tests at the beginning and end of the fall term using the Nature of Scientific Knowledge Scale (NSKS). Teachers' ordinary language in the presentation of subject matter was found to have significant impact on students' conceptions of the nature of science. These variables represented different contexts (Realist-Instrumental) teachers used to express themselves, scientific information and scientific concepts. (Author/TW)

ED 286 749 SE 048 589

Applied Academics: Applied Mathematics: Communications Electronics. Bulletin VE-38.

Cincinnati Public Schools, OH. Div. of Student Services.

PUB DATE- 86
NOTE- 260p.
AVAILABLE FROM- Cincinnati Public Schools, 230 E. Ninth St., Cincinnati, OH 45202.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Algebra; Communications; *Course Descriptions; Educational Objectives; *Electronics; *Grade 11; *Grade 12; High Schools; Integrated Activities; *Mathematics Curriculum; *Mathematics Instruction; Secondary School Mathematics; Student Evaluation; Vocational Education
IDENTIFIERS- *Ohio (Cincinnati)

This publication contains the Applied Mathematics Curriculum (Communications and Electronics) for grades 11 and 12 for the Cincinnati (Ohio) Public Schools. The curriculum is part of a larger program (the Applied Academics Program), which emphasizes the integration of mathematics and the language arts with vocational content. Included in the document is a description of the Applied Academics Program (including its philosophy, goals, and evaluation policy), the Applied Mathematics Program--Junior Year (including its philosophy, goals, and objectives) and the Applied Mathematics Program--Senior Year (including its philosophy, goals and objectives). The curriculum outlines include vocational student objectives and student activities and related academic student objectives and student activities. The appendices contain evaluation instruments and forms. (RH)

ED 286 494 IR 012 851

Barger, Robert N.
Software Evaluation: How to Winnow the Wheat from the Chaff.
PUB DATE- 28 Oct 85
NOTE- 6p.; Paper presented at the Annual Meeting of the Illinois Council of Teachers of Mathematics (Normal, IL, October 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Courseware; Elementary Secondary Education; *Evaluation Criteria; Guidelines; Higher Education
IDENTIFIERS- *Software Evaluation

Formulated as questions, these guidelines set forth criteria for use in determining the adequacy of an instructional software product. These questions are presented as they relate to five major areas: (1) the intended purpose of the software; (2) the intended audience; (3) the content of the program; (4) the quality of the instructions; and (5) the available management features. A number of additional miscellaneous considerations are also suggested, and a source for additional information is recommended. (RP)

ED 286 523 IR 052 128

Libraries & Technology. A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State.

New York State Library, Albany.

PUB DATE- 87
NOTE- 25p.; Prepared by the Statewide Automation Committee.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Databases; *Library Automation; *Library Networks; *Library Planning; *Professional Training; *Shared Library Resources; Statewide Planning
IDENTIFIERS- *New York

Prepared by the Statewide Automation Committee of the New York State Education Department, this plan outlines strategic directions for library automation development in New York, as supported by state and federal funds, through the year 1989. This plan comprises 20 recommendations for accomplishing a three-part automation program: (1) statewide database, (2) library network linking, and (3) consulting and training. Goals, assumptions, and principles assumed for implementing the plan are presented, and the report concludes with a discussion of the priorities recommended by the committee and a list of the committee members. (RP)

Hattori, Takahiko
Teaching Logical Organization of Ideas in English.
PUB DATE- Nov 86
NOTE- 19p.; Paper presented at the Japan Association of Language Teachers International Conference on Language Teaching and Learning (Hamamatsu, Japan, November 22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Cognitive Style; *Cohesion (Written Composition); Cultural Context; *English (Second Language); Foreign Countries; Higher Education; High Schools; *Logical Thinking; *Paragraph Composition; Rhetoric; Second Language Instruction; *Writing Instruction
IDENTIFIERS- Japanese People

An approach to teaching logical organization of ideas in English through paragraph writing is presented. The approach is designed for Japanese high school and college students, for whom native language writing strategies and objectives are different from those of English-speakers. Four overall goals of the process of paragraph writing include: (1) to teach the students basic sentence and paragraph skills; (2) to allow the student to become more aware of and to practice pre-writing and revision strategies; (3) to give students the opportunity to assimilate and improve the organizational skills necessary to write academic assignments; and (4) to foster self-confidence in students about their ability to write coherent academic prose. Four steps are followed for developing basic paragraph and organizational skills. They consist of: (1) analyzing a paragraph for elements and organization; (2) writing a one-paragraph essay following the model paragraph; (3) constructing a paragraph; and (4) writing and giving a short speech. Exercises and examples from one teacher's experience are included. (MSE)

ED 286 393 HE 020 483

Eliminating Sexism in the Classroom.
Oregon State Univ., Corvallis.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Equal Education; Expectation; Higher Education; *Language Usage; *Sex Bias; *Sex Discrimination; Sex Stereotypes; *State Universities; *Teacher Attitudes; Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- *Oregon State University

Ways to eliminate sexism (discrimination based on sex) in Oregon State University classrooms are suggested, with attention to language, behavior, and expectations. Social outcomes of sexism are also identified. Unequal treatment singles out or ignores the individual. As a result, students may lose confidence, lower academic goals, or limit their career choices. Professors may transmit unexamined cultural assumptions that may include the belief that women are less intellectually committed and their work is less important than men's work. Women need access to the same employment and educational options available to men. Six suggestions for using language to provide a congenial atmosphere are offered, along with 11 suggestions for changes in faculty behavior, and 8 suggestions for raising faculty expectations of females, a step toward lending them more encouragement. Suggestions include: incorporate women and women's contributions into lectures; refer to students as "men and women" rather than "men and girls"; encourage women students when they seek to pursue nontraditional careers; call on women students as much as men students; and perceive students as individuals, rather than as men and women. (SW)

ED 286 407 HE 020 662

Myers, David E.
Changes in Achievement Levels and Attendance in Postsecondary Schools: A Technical Note.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 20 Apr 87
NOTE- 14p.
CONTRACT- 300-86-0094
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Black Students; *College Attendance; *Comparative Analysis; Enrollment Influences; High Schools; Mathematical Models; Postsecondary Education; *Predictive Measurement; Two Year Colleges; *White Students

The effect of changes in the achievement level of black high school students on their chances of attending postsecondary schools was assessed. Data from the High School and Beyond survey 1980 sophomore cohort were used to estimate the probability of attending two-year and four-year colleges for blacks and whites, given changes in black achievement levels. The analysis indicates that if the gap between blacks and whites was reduced by 50%, the chances of attending a postsecondary school for a black student with average achievement would increase by nine percentage points. If there was a 75% reduction in the achievement gap, black and white students would be about equally likely to attend postsecondary schools, and if the achievement gap was eliminated, there would be a higher attendance rate for blacks than for whites. Potential increases in attendance would be reflected primarily at four-year colleges, particularly at the higher achievement levels. The statistical model and procedures for calculating the impact of increasing achievement of blacks on postsecondary attendance are described. Data are included on the estimated simulated effects on college attendance as average reading and math achievement are increased for black students. (SW)

ED 286 450 HE 020 769

Collective Bargaining Agreement between Association of Professors, Southern Oregon State College, and Southern Oregon State College, November 27, 1985-June 30, 1987.

National Education Association, Washington, D.C.; Southern Oregon State Coll., Ashland.

PUB DATE- 85

NOTE- 36p.; Document contains small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Faculty Development; Faculty Evaluation; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Retrenchment; *State Colleges; Teacher Dismissal; Teacher Salaries; Tenure; Tenured Faculty; Unions

IDENTIFIERS- National Education Association; *NEA Contracts; *Southern Oregon State College

The collective bargaining agreement between Southern Oregon State College and the Southern Oregon State College Association of Professors, an affiliate of the National Education Association, covering the period November 27, 1985-June 30, 1987, is presented. Items covered in the agreement include: unit recognition, association security, management rights, faculty governance, strikes, duties of department chairpersons, professional development of faculty members, appointments and evaluation of faculty, retrenchment, development of the college plan of reductions and eliminations, termination procedures, furlough status, salaries and fringe benefits, merit pay, differential salary improvements, procedures for determining less than fully satisfactory service, tenure relinquishment, academic regalia, nondiscrimination, grievance procedure and arbitration, faculty-administration relationships, and working conditions. (SW)

ED 286 462 IR 012 631

Lucas, Richard Edward
Evolving Aesthetic Criteria for Computer Generated Art: A Delphi Study.
PUB DATE- 86
NOTE- 92p.; Master's Thesis, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aesthetic Values; *Computer Graphics; Delphi Technique; *Evaluation Criteria; *Value Judgment; Visual Arts

Based on individual efforts to establish qualitative criteria, perceptions about computer generated art as an art form within the broader range of traditional artistic expression are disjointed. The formalized, heuristic approach taken for this inquiry into the developing aesthetics of computer art consisted of an interactive survey known as the Delphi Procedure, which was used to engage a panel of experts in an interchange of views and to explore the various ideologies present in scholarly debate on this topic. Essentially a philosophical inquiry, this study explores the presence or absence of a "consensus doctorum" about the aesthetics of computer art. The international panel of experts surveyed included Charles Csuri, Frank Dietrich, Hiroshi Kawano, Monique Nahas, Mihai Nadin, Frieder Nake, Lillian Schwartz, and Gene Youngblood. The questionnaire and the complete text of the responses are included in the discussion. (Author/MES)

ED 286 478 IR 012 811

Barlow, Michael
Working with Computers: Computer Orientation for Foreign Students.
REPORT NO.- ISBN-0-940753-08-1
PUB DATE- 87
NOTE- 304p.
AVAILABLE FROM- Athelstan, PO Box 6552-W, Stanford, CA 94305 ($15.95 + $1.00 shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Literacy; Computers; *Computer Software; Foreign Students; Higher Education; *Library Skills; Online Catalogs; Online Searching; Telecommunications; *Word Processing; *Writing (Composition)
IDENTIFIERS- Computer Peripheral Equipment

Designed as a resource for foreign students, this book includes instructions not only on how to use computers, but also on how to use them to complete academic work more efficiently. Part I introduces the basic operations of mainframes and microcomputers and the major areas of computing, i.e., file management, editing, communications, databases, and spreadsheets. Part II concentrates on specific academic tasks, including library research, online searching, taking notes, organizing information, and word processing. Appendix A covers the fundamentals of three commonly used text editors: WordStar, EMACS, and MacWrite. Three major operating systems--DOS, UNIX, and Apple Macintosh System/Finder--are described in Appendix B, and a list of common computer functions is provided in Appendix C. Illustrations are used throughout and a glossary of technical terms is provided. (MES)

Harrison, Helen P.
The Archival Appraisal of Sound Recordings and Related Materials: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-87/WS/1
PUB DATE- Feb 87
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Archives; *Audiodisks; *Audiotape Recordings; Audiovisual Aids; Developed Nations; Developing Nations; *Evaluation Criteria; Foreign Countries; Guidelines; International Organizations; National Libraries; *Optical Disks; Preservation; *Selection; Special Libraries
IDENTIFIERS- *Records Management

Prepared under contract with the International Council on Archives, this Records and Archives Management Programme (RAMP) study is designed to provide archivists, manuscript and museum curators, and other interested professionals with an understanding of the archival character of sound recordings and a set of guidelines for the appraisal of their archival value. The guidelines are based upon the most successful policies and procedures of those countries with the most extensive experience in the field of sound archives. Following a brief introduction, the study traces the history of sound recording and sound archives, provides a typology of sound recordings, and considers the particular and unique contribution of sound recordings to the general archival record. Records and collections management are also discussed, as well as archival policies and principles, with special reference to sound recordings and archives, and several practical examples of appraisal or selection policies in action are provided. Finally, the theories presented in the study are summarized, and guidelines are presented. In addition to a 162-item bibliography, a listing of 55 RAMP publications and related documents is provided. (KM)

Rose, Madeline

Circle Time Curriculum Activities Around the Clock for Home-Based and Center-Based Infant/Toddler Child Care.

PUB DATE- 87
NOTE- 135p.; Ed.D. Practicum, Nova University. Portions of appendices contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Curriculum Development; *Developmental Continuity; Early Childhood Education; Educational Quality; *Family Day Care; Guidelines; *Infants; *Learning Activities; *Toddlers
IDENTIFIERS- Program Monitoring

Age-appropriate activities for children and curriculum guidelines for mothers operating family day care homes for infants and toddlers were developed with the goal of improving the quality of day care programming. Curriculum goals were to (1) facilitate children's achievement of self-identity and self-esteem; (2) provide an outlet for creative expression; (3) design learning experiences which would help children process information; (4) create a social environment which would facilitate social interaction; (5) provide and sequence experiences designed to help children develop fine and gross motor skills; and (6) offer opportunities for self-selected activities. Family day care home staff implemented and evaluated the training program. Basic principles of the curriculum were applied in a program for 2-year-old children who were receiving care in a preschool. Curriculum concepts were shared with a network of coworkers. It was concluded that the program was well received by caregivers. Children in home care enjoyed the activities. Appendices provide guidelines for presenting the caregiver training program, a form for program monitoring, a developmental checklist, an individual development chart, the infant/toddler curriculum framework, a daily schedule for family day care homes, activity cards for indoor and outdoor group activities and guided-choice activities, a diagram of learning centers in a double classroom, a daily schedule for child care centers, a sample menu, and a form for reporting children's progress. (RH)

ED 286 622 PS 016 818

Fleming, Jean
The American Nanny: Opportunities, Training and Placement.
PUB DATE- Jun 87
NOTE- 14p.; Components of this paper were presented at the International Nanny Conference (Claremont, CA, June 12, 1987), and at the Annual Meeting of the American Home Economics Association (Indianapolis, IN, June 29, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Employment Opportunities; *Job Skills; National Surveys; Postsecondary Education; Program Descriptions; *Program Development; *Training
IDENTIFIERS- *Moraine Park Technical Institute WI; *Nannies

This paper begins by delineating common characteristics of nannies and indicating aspects of England's nanny training programs. The discussion then focuses on efforts begun in 1985 in Wisconsin to develop nanny training programs through the Vocational, Technical and Adult Education's post-secondary system. Particular emphasis is given to findings of a survey of 20 placement agencies in 14 states which attempted to determine the need for a training program. Responses indicated that a nanny training program could place 3,790 graduates trained in child care skills by 1987, and 4,445 graduates by 1990. Based on survey results and other indicators, 1-year Infant and Child Care Specialist and 2-year Child Care Associate training programs were developed by the Moraine Park Technical Institute. Development of the programs is described and elements of the new curriculum are briefly discussed. Subsequent discussion illustrates the diversity of curricular offerings in nanny training programs by providing information about training programs at three community colleges located in Oregon, Kansas, and New York. (RH)

ED 286 380 FL 016 930

Zwicky, Arnold M.
Interfaces. Working Papers in Linguistics No. 32.
Ohio State Univ., Columbus. Dept. of Linguistics.
PUB DATE- Jul 86
NOTE- 167p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - General (020)
DESCRIPTORS- *English; *Linguistic Theory; Morphology (Languages); Morphophonemics; *Phonology; Semantics; Speech Acts; Stress (Phonology); *Structural Analysis (Linguistics); Suprasegmentals; Syllables; *Syntax; *Transformational Generative Grammar
IDENTIFIERS- Ohio State University; *Word Order

The papers collected here concern the interfaces between various components of grammar (semantics, syntax, morphology, and phonology) and between grammar itself and various extragrammatical domains. They include: "The OSU Random, Unorganized Collection of Speech Act Examples"; "In and Out in Phonology"; "Forestress and Afterstress"; "The Principle of Phonology-Free Syntax: Introductory Remarks" (with G. K. Pullum); "Two Spurious Counterexamples to the Principle of Phonology-Free Syntax" (with G. K. Pullum); "The Unaccented Pronoun Constraint in English"; "WH Constructions in English"; "Free Word Order in GPSG (Generalized Phrase Structure Grammar)"; "Immediate Precedence in GPSG" (with Joel Nevis); "Incorporating the Insights of Autolexical Syntax"; "Government in Unexpected Places"; "Agreement Features: Layers or Tags?"; "Suppressing the Zs"; and "What's Become of Construction Types?" (MES)

ED 286 437 HE 020 749

Nash, Nancy S.; Hawthorne, Elizabeth M.
Formal Recognition of Employer-Sponsored Instruction: Conflict and Collegiality in Postsecondary Education. ASHE-ERIC Higher Education Report No. 3, 1987.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-37-3
PUB DATE- 87
NOTE- 128p.
CONTRACT- 400-86-0017
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($10.00, nonmembers; $7.50, members).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Business; *Corporate Education; Credit Courses; Degrees (Academic); Higher Education; *Industrial Training; *Labor Force Development; Professional Recognition; Program Effectiveness; Specialization; Technological Advancement

The extensive education and training programs established and run by business and industry for their own employees are discussed. The extent of corporate education is assessed with attention to cost, participation, providers, curricula, methods of instruction, organization, evaluation, and corporate colleges. Historical developments concerning employer-sponsored instruction are traced, and it is suggested that there is no longer a sharp distinction between corporate training and collegiate education. Some corporate colleges were begun by companies to educate specialists for their industrial needs. For traditional education, a degree-granting institution must receive recognition from the state, and there is also program and course recognition and licensing of individuals from accredited programs. Ways that corporate-sponsored education is extended legal recognition are identified, along with reasons that corporations seek recognition and issues involving accreditation. It is noted that a significant factor affecting the growth of corporate education is the growth of technology. Implications of expanding recognized corporate education are addressed, along with opportunities for research about corporate education. (SW)

ED 286 495 IR 012 852

Kosslyn, Stephen M.
Understanding Charts and Graphs. Technical Report #8.
Harvard Univ., Cambridge, Mass.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 28 Jul 87
NOTE- 94p.
CONTRACT- ONR-N00014-K0291
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Charts; *Cognitive Processes; Data Analysis; *Evaluation Criteria; *Evaluation Methods; *Graphs; Pragmatics; Semantics; Syntax; Visual Perception
IDENTIFIERS- Goodman (Nelson)

The technique developed in this research paper for analyzing the information in charts and graphs is designed to reveal design flaws in the display that may prevent them from conveying information effectively. This analytic scheme requires isolating four types of constituents in a display and specifying their structure and interrelations at the syntactic, semantic, and pragmatic levels of analysis. As the description is constructed, one checks for violations of "acceptability principles," which are derived from facts about human visual information processing drawn from the literature and from a theoretical analysis of the nature of symbols as developed by Goodman (1968). Violations of these principles reveal the source of potential difficulties in using a display. Although this analysis is intended to be a very refined method and the "violations" identified may in fact be irrelevant, this cannot be known without knowing the purpose of the display. A relatively simple example is used to illustrate these ideas, and a very complex example is appended. The text is supported by a table and 4 figures and a 29-item reference list is provided. (RP)

ED 286 551 JC 870 420

Educational Accountability. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 84
NOTE- 3p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *College Curriculum; Community Colleges; *Competency Based Education; *Curriculum Design; *Mastery Learning; *Minimum Competency Testing; Sequential Approach; Two Year Colleges
IDENTIFIERS- ERIC Digests

Educational accountability is central to the reputation of the nation's community colleges. Some community colleges are adopting mastery learning, competency-based education, curriculum tracking, and/or minimum competency-testing as a means of remaining educationally accountable. Mastery learning programs, under which students are required to demonstrate competency in specified, cognitive, affective, and/or motor skills, can be used to document learning. Rather than basing grades on how well a student performs in relation to his/her classmates, instructors require students to demonstrate mastery of course subject matter on criterion-referenced tests. Competency-based education (CBE) programs have been drawn from the mastery learning philosophy. Besides requiring students to achieve a mastery of sequentially ordered course materials, CBE requires students to demonstrate competence in performing skills or behaviors that are central to specific tasks, activities, or careers. The structure of the curriculum and the flow of students through it are important indications of the learning that accompanies degree or course completion. Several educators have called for degree programs that provide an ordered sequence of courses, rather than a smorgasbord of unrelated electives. A final area in which community colleges are working in order to improve educational accountability involves the identification and testing of minimum competencies, covering the areas of reading, writing, arithmetic, algebra, geometry, trigonometry, analytic geometry, and mathematical analysis. (EJV)

ED 286 579 PS 016 327

Phillips, Shelley
Children in Blended and Step Families. Foundation for Child and Youth Studies Selected Papers Number 44.
Foundation for Child and Youth Studies, Kensington (Australia).
PUB DATE- 86
NOTE- 17p.; Produced by the Education & Research Unit.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Childhood Attitudes; *Childhood Needs; Children; Expectation; Family Problems; Family Structure; *Parent Child Relationship; Parents; *Stepfamily
IDENTIFIERS- *Loss

Fairy tales dramatize a widely held presumption that children are at high risk of abuse in stepfamilies. The idea seems almost accepted as fact, yet it has never been adequately tested. This paper provides detailed information about life in blended and stepfamilies. Sections focus on (1) stepmothers; (2) children's views of their stepmothers; (3) stepfathers and children's attitudes toward them; (4) deficit expectations of researchers regarding stepfamilies; (5) the atypicality of the nuclear family; (6) stepchildren's need to belong; (7) stepchildren's divided loyalties; and (8) sexuality in stepfamilies. Also considered is stepchildren's sense of loss regarding their (1) future, (2) development, (3) parent and grandparents, (4) sense of control, (5) school, and (6) friends. Concluding remarks emphasize that children whose parents have separated, divorced, or remarried still love and miss the noncustodial parent unless he or she has lost all standing as a parent because of prolonged absence or extreme insensitivity to or neglect or abuse of the child. (RH)

ED 286 639 PS 016 847

Wintre, Maxine Gallander; And Others
Age and Sex Differences in Choice of Consultant for Various Types of Problems.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 87
NOTE- 40p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
GRANT- FSC-G-498-84-1002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; *Age Differences; Children; *Consultants; Peer Groups; Performance Factors; *Selection; Sex Differences
IDENTIFIERS- *Expertise; *Familiarity

To investigate age, sex, and situational differences in choice of consultant, a total of 192 students--24 male and 24 female students at 8, 11, 14, and 17 years of age were interviewed to obtain responses to three hypothetical problems: impersonal, interpersonal with a peer, and interpersonal with a parent. For each hypothetical problem, subjects were asked to indicate whom they would select for advice: a familiar adult, an expert adult, a familiar peer, or an expert peer. Analyses were conducted for three sets of dependent measures, including first choice of consultant, dimensions revealed by combination of first and second choices, and justifications for choices. Findings indicated that preferences for a consultant were a function of both an age by situation interaction and an age by sex interaction. The dimension of familiarity increased developmentally, indicating that although seeking help from peers increases with age, adults remain important sources of support throughout adolescence. In choosing consultants, females valued familiarity whereas males valued expertise. (Author/RH)

ED 286 668 RC 016 382

Tobias, Cynthia L.; And Others

Identifying Anglo, Mexican American and American Indian Respondents for a Study of Recent Widows: Suggestions for Future Researchers. Working Paper No. 23.

Arizona Univ., Tucson. Southwest Inst. for Research on Women.

SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.

PUB DATE- 87

NOTE- 19p.

GRANT- AG03810-02

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Advertising; *American Indians; *Anglo Americans; Church Role; Comparative Analysis; Evaluation Methods; *Females; Interviews; Low Income; Low Income Groups; *Mexican Americans; Recruitment; Sample Size; *Sampling; Surveys; *Widowed

Innovative methods devised to obtain the desired number of Anglo, Mexican American and American Indian women for a study of the health of recently widowed low income women are explored. Social and health service agencies proved generally unable to assist by contacting their clients. Different techniques were found to be successful for recruiting and retaining members of the different ethnic groups. Newspaper advertisements and letters sent in response to obituary notices were the most successful in identifying Anglo widows. Mexican-American widows did not respond to impersonal advertisement or letters, but were located primarily through churches. Most Mexican-American widows agreed to be interviewed only after an initial personal visit from the bilingual, middle-aged interviewer. Few eligible American Indian widows were identified, the population was also very small, and again the majority of referrals came from the churches. Significantly, it was found that no widows considered the interview process at all intrusive. Most expressed relief at being able to discuss their experiences and problems with a nonfamily member, the interviewer. (Author/JMM)

Muroi, Linda; White, Phillip

Library Research Guide for International Students.

California Univ., San Diego. Univ. Library.

PUB DATE- 87
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; *Foreign Students; Higher Education; Library Guides; *Library Instruction; Orientation Materials
IDENTIFIERS- San Diego State University CA

Created especially for international students entering San Diego State University (California), this library research guide introduces basic library materials and search techniques. The guide presents a step-by-step approach using examples, illustrations, and maps, to cover the following topics: (1) introductions to San Diego State University and its library; (2) choosing and focusing on a topic; (3) locating background information; (4) using the Library of Congress Classification System; (5) finding books and articles; (6) defining government publications; (7) evaluating the information found; and (8) using style manuals. Two appendices provide samples of four types of information available on education in Japan and a glossary of basic library terminology in Chinese, Japanese, Arabic, Spanish, and English. (RP)

ED 286 655 PS 016 884

Lerner, Jacqueline V.; And Others
Maternal Employment, Maternal Role Satisfaction and Early Adolescent Outcomes.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Apr 87
NOTE- 35p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
GRANT- NIMH-G-MH-39957
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Children; Elementary Education; *Employed Parents; Intelligence Quotient; *Mothers; *Parent Influence
IDENTIFIERS- *Role Satisfaction

Examined were relations among maternal employment history, maternal role satisfaction, and early adolescent outcomes. It was hypothesized that variables related to mother's satisfaction would be more predictive of child's outcomes than the marker variable of employment status. Results indicated that early maternal employment status during the child's infancy and preschool years predicted achievement in grades 1 and 2, but maternal employment at any time during the child's life did not relate to achievement in early adolescence. The process marked by the maternal employment variable appeared to relate to amount of time spent out of the home. Mothers who worked more during these early years had children with lower grade point averages in the first two grades. As expected, satisfaction variables predicted more of the child achievement outcomes than employment history. Mothers who were less involved in household work and more involved in child care had children with higher IQ scores and self-rated scholastic competence in sixth grade. In addition, mothers who were satisfied with child care arrangements had children with higher grade point averages and self-rated scholastic competence in grade 6. Finally, mothers' experience of low role difficulty was related to their report of fewer problem behaviors in their children. (Author/RH)

ED 286 693 RC 016 419

Toro, Leonor; And Others
Juegos, Canciones, Poemas y Adivinanzas (Games, Songs, Poems and Riddles).
Connecticut State Migratory Children's Program, New Haven.
SPONS. AGENCY- Hamden-New Haven Cooperative Education Center, Conn.
PUB DATE- 86
NOTE- 70p.
AVAILABLE FROM- Migratory Ethnic/Arts Component, New Haven Cooperative Education Center, 800 Dixwell Ave., New Haven, CT 06511.
LANGUAGE- Spanish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; Elementary Education; Foreign Language Books; *Learning Activities; *Migrant Education; *Spanish; *Vocabulary Development

Printed in Spanish, this booklet contains games, songs, poems, riddles, and sayings for use with Puerto Rican migrant children. Eleven matching exercises present Spanish vocabulary related to clothing, food, and musical instruments. Eleven word search games teach Spanish names for body parts, masculine and feminine nouns, famous names, fruits and vegetables of Puerto Rico, and Puerto Rican cities. (NEC)

Johanson, Roger P.
Educational Computing and Cognitive Skills: Curricular Issues and Prolog Prospects.
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *Instructional Effectiveness; *Programing; *Programing Languages; Research Problems

Following a summary and critique of the research on the use of computers in education to develop higher-order thinking skills, this paper advances eight hypotheses regarding the failure of research to confirm expected positive effects, and makes two major claims. The hypotheses are as follows: (1) a cognitive chain of consequences of programming instruction exists, and students are not progressing to the end of the chain; (2) applications represent a more likely area than programming for the desired cognitive outcomes; (3) research on cognitive outcomes of programming has been poorly conceptualized; (4) such research has been unsophisticated and done at the wrong age level; (5) the anticipation of cognitive benefits constitutes a resurrection of the discredited concept of mental discipline; (6) problem-solving, higher-order thinking, and other goals of programming instruction are discontinuous with the regular curriculum; (7) problem-solving and higher-order thinking may be domain-specific; and (8) failure to find the desired effects of programming has been due to a lack of curricular sophistication, and objectives related to such outcomes have not been inherent in experimental treatments. The first major claim is that the principal weakness of research on the cognitive consequences of programming instruction very likely has been its inadequate consideration of curriculum issues. The second claim is that a relatively new declarative programming language, Prolog, which is radically different from procedural languages like BASIC and Logo, merits serious consideration for educational use. A brief introduction to Prolog concludes the paper. A list of 44 references is included. (MES)

ED 286 479 IR 012 812

Heimler, Charles; And Others
Authoring Educational Software.
REPORT NO.- ISBN-0-394-39051-2
PUB DATE- 87
NOTE- 276p.
AVAILABLE FROM- Mitchell Publishing, Inc., 915 River Street, Santa Cruz, CA 95060 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; *Courseware; Elementary Secondary Education; Higher Education; *Programing Languages
IDENTIFIERS- Applesoft BASIC; *Screen Format; *Software Design

Intended for use by preservice and in-service teachers, this book contains directions for development of Applesoft BASIC programs that provide instruction related to the learning of school subjects. Chapter 1 tells how to select a topic suitable for educational software and gives directions for developing program content based on specified learning objectives. Applesoft BASIC is reviewed in Chapter 2, and chapter 3 shows how to develop a program as a series of frames with interesting screen displays for selected frames. Chapter 4 explains how to make an educational program interactive through the use of prompts and input statements while chapter 5 describes procedures for including evaluation of student achievement. Different routines to add variety and interest to a program are presented in chapter 6, and chapter 7 contains short routines to display and format numbers. Chapter 8 describes shortcuts for debugging a program, and chapter 9 explains how to write documentation for the program. The appendices include sample programs, a list of criteria for the design and selection of educational software, and a table of ASCII character codes. (MES)

ED 286 594 PS 016 754

Morra, Sergio; And Others

From General Theories to Specific Models: Successive Approximations to a Working-Memory Model of the Planning of Children's Drawings.

PUB DATE- 86
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Elementary Education; Elementary School Students; Foreign Countries; *Freehand Drawing; *Memory; *Models; *Planning
IDENTIFIERS- *Childrens Drawings; *Conceptual Frameworks; Italy

This paper presents a process-structural model of the planning of drawings in childhood, and reports on seven experiments investigating children's ability to plan their drawings in advance. Three constructs are basic to the model: a figural scheme or schema, a spatial mental model, and a working memory called "M operator" or "central computing space" that increases in capacity with age. A specially designed drawing task was used that enabled researchers to study quantitative relations between capacity of working memory and ability to plan in advance. In the experiments, children were required to (1) think of an interesting scene to draw, (2) verbally describe the drawings they intended to make, (3) point out positions on white paper where elements of the drawing would be placed, and (4) draw. Subjects participated in either free or constrained versions of the task. In the constrained version, children were presented a list of items for inclusion in their drawings. Substantive findings were obtained in Experiments 3, 6, and 7. Involving 67 first graders and 90 fourth graders, experiment 3 provided a first test of the model and suggested a modification. Experiment 6, which dealt with 35 first graders, 45 third graders and 42 fifth graders, provided substantial support for the revised model. Experiment 7 provided additional control. It is concluded that the consideration of general information processing constraints on drawing skills is a promising approach. (A 10-page reference list, 14 reference notes, tables and figures are appended.) (Author/RH)

ED 286 681 RC 016 401

Altschuld, James W.; And Others

Facilitator's Guide to Staff Training for the Rural America Series. Module IX: Staff Development. Research and Development Series No. 149J.

Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

PUB DATE- Oct 78

NOTE- 29p.; For related documents, see ED 142 763, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.

GRANT- G007605052; G007605225

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Education; *Career Education; Cooperative Programs; Elementary Secondary Education; *Guidance Programs; Improvement Programs; Inservice Education; *Leadership Training; Learning Activities; Learning Modules; Postsecondary Education; Program Guides; *Rural Schools; Small Schools; *Staff Development

IDENTIFIERS- *Facilitators; *Rural America Series

This module of the staff training series deals with the practical problems that arise when setting a framework for effective staff development, by concentrating on a number of experiential activities for accomplishing the staff development mission. Presented among the strategies for accomplishing total staff development are field trips to work sites, memos, house organs, newsletters, cooperative peer observation to develop positive attitudes, workshops, seminars, professional meetings, interaction with community members, and continuing education. Workshops are emphasized as an inservice strategy. Brainstorming, case studies, demonstrations, group discussions, and "in-basket" techniques are suggested as appropriate workshop session learning activities. Key ideas presented include the concepts that staff development is a support function, that staff development cuts across all phases of the program (planning, implementing, and evaluating), and that it should occur frequently (five to six times a year or more) if it is to be effective. (NEC)

Lasley, Paul, Comp.; And Others
Farm Crisis Response: Extension and Research Activities in the North Central Region.
North Central Regional Center for Rural Development, Ames, Iowa.
PUB DATE- 86
NOTE- 73p.; A network organized by Paul Lasley and Rand Conger, Iowa State University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- Agriculture; Community Action; Community Problems; *Economic Status; Extension Agents; *Extension Education; Family Problems; *Farmers; Higher Education; Institutional Role; *Land Grant Universities; Program Descriptions; Program Effectiveness; Regional Characteristics; Regional Programs; Research Needs; Responses; Rural Areas; *Rural Extension; Stress Management
IDENTIFIERS- Cooperative Extension Service; Economic Impact; *Farm Crisis; Illinois; Indiana; Iowa; Kansas; Michigan; Minnesota; Missouri; Nebraska; North Dakota; Ohio; Response Patterns; South Dakota; *United States (North Central); Wisconsin

The 12 states comprising the North Central Region have been affected in similar ways by the farm crisis of the 1980s. Statewide surveys show sizeable proportions of farm operations that are experiencing moderately high levels of financial stress. The problems caused by chronic stress on family structure and functioning, the loss of mainstreet businesses, and bank closing are felt throughout the region. The Cooperative Extension Agencies in the states have approached the problems in similar ways. They have developed new programs with long- and short-term efforts, and they have adapted existing programs with short-term or temporary activities and long-term commitments. Extension has been most heavily involved in developing new, relatively short-term programs such as the use of hotlines, crisis intervention teams, and bankrupcy or bank closing response teams. New, long-term programs include projects and research designed to achieve economic and agricultural diversification. The addition of resources to the existing farm management programs is a good example of an existing short-run program. Many existing, long-term Extension and research programs have been helpful in meeting immediate needs. This document provides 12 papers summarizing the farm crisis and programs designed to deal with it in each of the North Central states. Research needs are enumerated. (JHZ)

ED 286 720 SE 048 378

Sports Shorts. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Jun 87

NOTE- 319p.; For other products of the Regional Math Network, see SE 048 377 and SE 048 379.

GRANT- NSF-MDR-84-70399

AVAILABLE FROM- Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303 ($35.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Arithmetic; *Athletics; Calculators; *Decimal Fractions; Geometric Concepts; Geometry; Graphs; Mathematical Applications; Mathematical Concepts; *Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Percentage; Problem Solving; Secondary Education; *Secondary School Mathematics

IDENTIFIERS- Graphing (Mathematics); Massachusetts (Boston)

This middle school mathematics unit is organized around themes relating to sports activities in the Boston (Massachusetts) region and has a content focus on decimals and percents. The activities follow a story line which features a sports reporter (the student) and his/her assignments and adventures. Each activity begins with a headline, defines a task, and includes a follow-up question. The unit is organized by categories dealing with: (1) Sullivan Stadium (and football); (2) Fenway Park (and baseball); (3) Boston Garden (and basketball and hockey); (4) the Boston Marathon; and (5) Miscellaneous Sports. The unit could also be arranged by season, content development sequence, or activity. The materials include student worksheets, fact sheets, editor's notes, transparency masters and game cards. The math themes that extend throughout the activities include problem solving, mental arithmetic, graphing, and calculator use. The teacher's section of the unit also includes materials for mapping activities and a bibliography of related resources. (TW)

ED 286 735 SE 048 573

Greenfield, Susan D.; McNeil, Mary E.
Improving Math Performance through a Peer Tutoring Program.

PUB DATE- 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Addition; Arithmetic; *Elementary School Mathematics; Grade 2; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Mathematics Tests; *Peer Teaching; Primary Education; Student Improvement; Student Reaction; Teaching Methods

Whole-class peer tutoring programs have been found by some to be an effective way of providing students with a one-to-one instructional setting. This document reports on a study in which a peer tutoring program on mathematics fact acquisition was assessed using a second grade classroom consisting of 21 learners who possessed below average mathematical ability. The program was designed to improve students' speed and accuracy in responding to addition facts both orally and in writing. A partner flashcard procedure was used along with the implementation of written speed tests. The results indicated that peer teaching significantly increased students' knowledge of mathematics facts both orally and on written speed tests. All of the students increased the percentage of addition facts, as measured by pre and post tutoring tests. All but one student greatly improved in his/her ability to pass written speed tests with 100 percent accuracy. (Author/TW)

ED 286 750 SE 048 590

Applied Academics. Applied Mathematics: Drafting. Curriculum Bulletin VE-53.
Cincinnati Public Schools, OH. Div. of Student Services.
PUB DATE- 86
NOTE- 206p.
AVAILABLE FROM- Cincinnati Public Schools, 230 E. Ninth St., Cincinnati, OH 45202.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Algebra; *Course Descriptions; *Drafting; Educational Objectives; Geometry; *Grade 11; *Grade 12; High Schools; Integrated Activities; *Mathematics Curriculum; *Mathematics Instruction; Secondary School Mathematics; Student Evaluation; Vocational Education
IDENTIFIERS- *Ohio (Cincinnati)

This publication contains the Applied Mathematics Curriculum (Drafting) for grades 11 and 12 for the Cincinnati (Ohio) Public Schools. The curriculum is part of a larger program (the Applied Academics Program), which emphasizes the integration of mathematics and the language arts with vocational content. Included in the document is a description of the Applied Academics Program (including its philosophy, goals, and evaluation policy), the Applied Mathematics Program--Junior Year (including its philosophy, goals, and objectives), the Applied Mathematics Program--Senior Year (including its philosophy, goals and objectives). The curriculum outlines include vocational student objectives and student activities and related academic student objectives and student activities. The appendices contain evaluation instruments and forms. (RH)

ED 286 365 FL 016 910

White, Ronald V.

Curriculum Studies & ELT.

PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Educational History; *English (Second Language); Foreign Countries; Instructional Innovation; Intellectual Disciplines; *Language Teachers; Models; Second Language Instruction

In the British post-colonial era, instruction in English as a second language has developed stronger ties to the field of applied linguistics than to education. Both British and foreign instructors have been trained in linguistic rather than educational theory and practice. One result has been a cadre of specialists not fully prepared for jobs in which managing curriculum change is a central function. It is important for language teachers to understand the ideological basis of the curriculum and their different realizations in objectives, content, methodology, and implementation of curricular innovation. The situational curriculum model offers a useful framework for curriculum development. It begins with the situation as it exists, but also draws on both the means-end and process models. It can be seen as a curriculum renewal model because it acknowledges existing practices, and it offers both practical and rational bases for dealing with the complexities of curriculum renewal and the management of innovation. (MSE)

ED 286 394 HE 020 596

McArthur, Benjamin
Revisiting Hutchins and "The Higher Learning in America."
PUB DATE- Apr 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Several pages may not reproduce well because they contain light print.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship; *Civil Liberties; *College Presidents; College Role; *Educational Change; *Educational History; Higher Education; *Liberal Arts
IDENTIFIERS- *Hutchins (Robert)

The career of Robert Maynard Hutchins and his 1936 book, "The Higher Learning in America," which addressed the college liberal arts curriculum, are discussed. Hutchins was a controversial university president in the 1930s and 1940s. He is normally remembered as an Aristotelian and a champion of civil liberties, the Great Books, and adult education. Hutchins's undergraduate work was done at Oberlin College and Yale University, and he received his law degree from Yale. He served as a lecturer and dean of the Yale Law School and was a successful fund raiser in a number of posts. He was an administrator at age 21 and at age 30 he became president of the University of Chicago, where he had a 22-year tenure. During Hutchin's second career, he served at the Ford Foundation's Fund for the Republic, which was devoted to the study of American freedom and civil liberties. He was the founder of the Center for the Study of Democratic Institutions at Santa Barbara. His book, "The Higher Learning in America," advocated that college learning should be pervasively intellectual rather than a means to develop character or prepare for a vocation. Other ideas expressed in the book and contemporary critical reviews are considered. (SW)

ED 286 408 HE 020 663

On Campus with Women. Spring 1987 and Summer 1987.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
PUB DATE- 87
NOTE- 26p.; Also published in "Liberal Education," Vol. 73, Nos. 2-3, March/April and May/June 1987.
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1919 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Athletic Coaches; College Faculty; College Students; Court Litigation; *Employment Practices; *Females; Higher Education; Minority Groups; Personnel Policy; Rape; Salaries; Sex Discrimination; *Sexual Harassment; Women Faculty; *Womens Athletics; *Womens Education; Womens Studies
IDENTIFIERS- *Date Rape; *Womens Educational Equity Act

Developments in education, employment, and the courts concerning the status of women are covered in two newsletter issues. Topics include the following: Black women's educational history, Hispanic women in psychology, the effect of race and sex on wages, results of surveys on attitudes about sex roles, unequal financial aid awards to women, prizes and awards for women, the need for women and minorities on accrediting boards, academic women in science, the number of science degrees earned by women, higher salaries for male faculty, campus rape, peer harassment of women students by male students, date rape and what colleges are doing about it, date rape curriculum guide, sexual harassment materials aimed at faculty, campus actions to reduce sexual assault, women's studies, equity resources for teacher educators, feminist media directory, inequities for women's athletic programs, the history of coeducation, pregnancy leave, funding for the Women's Educational Equity Act program, campus child care, data on working women, and curricular materials on women's health. The spring 1987 issue includes the article "Are Women Coaches an Endangered Species?" by Carol Potera and Michele Kort. (SW)

ED 286 422 HE 020 682

Nursing Shortage Reduction Act of 1987. Report to Accompany S. 1402. Senate, 100th Congress, 1st Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-100-132
PUB DATE- 28 Jul 87
NOTE- 15p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Programs; Federal Aid; *Federal Legislation; Higher Education; *Hospitals; *Labor Supply; Models; *Nurses; Nursing; *Nursing Education; Recruitment; Student Recruitment
IDENTIFIERS- Congress 100th

A report on the Nursing Shortage Reduction Act of 1987, a bill to amend Title VIII of the Public Health Service Act, is presented. The bill would establish programs to reduce the shortage of professional nurses. A special advisory committee consisting of representatives of professional nursing and other organizations, hospitals, and experts in rural health care would be established to develop a plan specifying long-term solutions to the problems experienced by hospitals and health care institutions in recruiting and retaining professional nurses. The bill authorizes a grant to a nonprofit private entity for a project to demonstrate and evaluate innovative hospital nursing practice models designed to reduce vacancies in hospital nursing positions and to make the hospital nursing position a more attractive career choice. The bill authorizes grants to and contracts with collegiate schools of nursing to demonstrate and evaluate innovative nursing practice models related to the provision of long-term care in the home or in long-term care facilities. The bill also authorizes grants and contracts to operate regional model professional nurse recruitment centers to recruit students for professional nursing education programs. (SW)

ED 286 451 HE 020 770

Agreement between Western Oregon State College Federation of Teachers and Western Oregon State College, July 1, 1985-June 30, 1987.

National Education Association, Washington, D.C.; Western Oregon State Coll., Monmouth.

PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Nontenured Faculty; Records (Forms); *State Colleges; Teacher Responsibility; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; Personnel Files; Union Rights; *Western Oregon State College

The collective bargaining agreement between Western Oregon State College and Western Oregon State College Federation of Teachers, an affiliate of the National Education Association, covering the period July 1, 1985-June 30, 1987, is presented. Items covered in the agreement include: unit recognition, union rights and responsibilities, consultation, rights of members, appointments, assignment of duties, evaluation, promotion, tenure, personnel files, responsibilities of members, retention of nontenured faculty, reserved rights of the college, grievances, arbitration, layoff, individual salary base, merit adjustment, market adjustment, retirement salary, salary with promotion, health and dental insurance, and outside employment. Appendices include a grievance form and an authorization form for dues deduction from salary. (SW)

ED 286 510 IR 052 115

Butler, John
Collection Building vs. Document Delivery: An Evaluation of Methods To Provide NTIS Documents in an Academic Engineering Library.
PUB DATE- 1 Jun 87

NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Comparative Analysis; *Cost Effectiveness; Efficiency; Higher Education; Library Collection Development; Questionnaires; Records (Forms); *Scientific and Technical Information; *User Satisfaction (Information); Use Studies
IDENTIFIERS- *Document Delivery; *National Technical Information Service; University of Texas

This report describes a study designed to evaluate and compare the provision of National Technical Information Service (NTIS) documents to users of the McKinney Engineering Library at the University of Texas through Selected Research in Microfiche (SRIM), a standing-order, collection-building service, with the provision of documents through QuikORDER, an online, on-demand, document delivery service. The factors of use, cost, and effectiveness of both methods are examined through a review and interpretation of actual cost and usage data; and it is concluded that, despite slower turnaround time, QuikORDER document delivery is more cost-effective than SRIM collection building and should remain reliably cost-effective over the next 20 years. Recommendations are presented for continuing document delivery and for measuring and documenting user satisfaction with the document delivery system to identify areas for future improvement. Nine appendices include: (1) graphic presentations of additional data from the NTIS document delivery program; (2, 3) information about NTIS and QuikORDER; (4, 5) samples of resources used to measure the cost of the SRIM and NTIS services; (6) correspondence between the University of Texas and NTIS; (7) an NTIS fill rate survey and a sample NTIS citation; (8) interview summaries; and (9) a study status report. (KM)

ED 286 565 JC 870 440

Bertch, Julie
The Maricopa Writing Project, Summer 1987: Project Report.
Maricopa County Community Coll. District, Phoenix, Ariz.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Inservice Teacher Education; Program Descriptions; Program Evaluation; Summer Programs; *Teacher Workshops; Two Year Colleges; *Writing (Composition); *Writing Across the Curriculum; *Writing Instruction

In summer 1987, the Maricopa Writing Project held two faculty workshops to encourage community college instructors' involvement in writing across the curriculum. Faculty from all seven campuses in the Maricopa Community College District and two educational centers, representing fields such as Accounting, Administration of Justice, Art, Economics, Mathematics, and Nursing, as well as others, were brought together on the basis of their interest in helping students develop more useful learning strategies, improve their critical thinking skills, and become more capable and confident writers. Participants engaged in a variety of activities, including: (1) researching recent journals in their fields to discover innovative efforts involving writing, and writing abstracts of the most useful material; (2) forming interest groups for special study on the topics of "Writing for Learning," "Writing and Thinking," "Raising Students' Value for Writing," and "Improving the Quality of Student Writing"; (3) adding a significant writing assignment to a class they regularly teach; (4) making a brief presentation on successful past activities; and (5) writing and sharing their own work. An evaluation of these activities is presented in this document, along with recommendations and conclusions. (EJV)

ED 286 609 PS 016 801

Pear, Marcia J.
Child Care and the Clerical Workforce: 85/86 National Survey.
Adia Personnel Services, Menlo Park, CA.

PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Clerical Workers; *Day Care; Early Childhood Education; *Employed Women; *Employer Attitudes; Fringe Benefits; National Surveys; Opinions; *Parent Attitudes; Productivity; *Social Responsibility

Employers and clerical workers, numbering 445 and 238 respectively, who resided in 30 states, were surveyed about parental child care, company employment problems affected by child care, and employee benefits. Of particular interest were (1) the degree to which child care needs might affect overall productivity and job performance of clerical workers; (2) the degree to which specific work-related problems such as absenteeism or tardiness might be affected by clerical employees' child care responsibilities; (3) child care benefits which companies currently offered or were considering, the extent of clerical workers' interest in child care benefits, and the benefits workers considered most helpful; and (4) how employers' and clerical workers' perceptions and beliefs might affect child care related issues. Throughout this report, attitudes and opinions of all respondents are integrated into discussions of the other three areas of concern in order to illuminate findings. Appendix 1 presents detailed findings on respondents' positions. Appendix 2 places demographic data on marital status, age, and income under the categories of temporary and permanent employment and presence or absence of children. Appendix 3 indicates child care responsibilities with the most impact for clerical employees with children of four different age ranges. (RH)

ED 286 623 PS 016 819

Puleo, Vincent T.

Application of Mastery Learning Theory to Full- and Half-Day Kindergarten Research.

PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developmental Continuity; *Early Experience; Instructional Effectiveness; *Kindergarten; Learning Theories; *Mastery Learning; Primary Education; *Research Design; *Time Factors (Learning)
IDENTIFIERS- *Full Day Programs; *Half Day Programs

This article attempts to apply mastery learning theory to research on full- and half-day kindergarten. It is proposed that the application of mastery learning theory would greatly aid in the understanding of relationships between important program variations and predicted outcomes, and demonstrably enhance research efforts to identify differences between full- and half-day programs. It is further argued that, in a more general fashion, the use of mastery learning theory would help quantify essential dimensions of kindergarten classroom practice, and thereby might contribute to a resolution of what many regard as the unclear role of kindergarten education. The discussion includes a brief review of key concepts of mastery learning, and focuses on the qualities which make the theory especially suitable for application to kindergarten issues. A reconceptualization of strategies for full- and half-day kindergarten research is presented. Potential criticisms or reservations are discussed. (Author/RH)

ED 286 694 RC 016 420

Resource Guide for Teachers and Health Providers.
Arkansas State Dept. of Education, Little Rock.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 245p.
CONTRACT- 300-85-0158
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Definitions; *Delivery Systems; Early Childhood Education; Elementary Secondary Education; English (Second Language); *Health Needs; Health Services; Learning Activities; Lesson Plans; Mathematics; *Migrant Education; *Migrant Health Services; Migrant Programs; Oral Language; Program Descriptions; Reading; Records (Forms); *Resource Materials; Student Evaluation; Student Needs; Student Placement; *Student Records; Teacher Role; Writing (Composition)
IDENTIFIERS- *Migrant Student Record Transfer System

This concise, easily understood manual of information and resources concerning the migrant education program is intended to encourage more effective use of the Migrant Student Record Transfer System (MSRTS). The first section is written to familiarize non-migrant funded personnel with MSRTS health and education records. The section includes definitions of terms, national goals for migrant education, and line-by-line explanations of information provided on MSRTS forms. The second section, on health, examines the relationship between health and academic achievement; points out migrant health risks; explains the use of the MSRTS record to insure continuity of health care; and encourages the development of a team concept, with parents, teachers, health care providers, and recruiters each assuming responsibility for the migrant child's health care. An outline for a model health workshop is presented, and the health care delivery systems of five states are described. The education section (the third section) shows how the MSRTS record can facilitate effective instruction in reading, mathematics, oral language, writing, and early childhood and provides sample scope and sequence of skills, suggestions for instruction, and activities and materials that have been used successfully with migrant students. The appendix contains technical information, including health screening standards and information resources for health problems. (JHZ)

ED 286 381 FL 016 931

Nevis, Joel A.
Finnish Particle Clitics and General Clitic Theory. Working Papers in Linguistics No. 33.
Ohio State Univ., Columbus. Dept. of Linguistics.
PUB DATE- Oct 86
NOTE- 171p.; Ph.D. Dissertation, The Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adverbs; *Finnish; *Form Classes (Languages); *Linguistic Theory; *Morphemes; *Morphology (Languages); Phonology; Phrase Structure; Semantics; Structural Analysis (Linguistics); Suprasegmentals; Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Clitics; Lappish

A doctoral dissertation on general clitic theory and Finnish particle clitics in particular looks at the mixed linguistic status of clitics and proposes that they are not as mysterious as reported, but should be viewed either as bound words (bound lexemes) or phrasal affixes. An initial chapter introduces the Finnish particle clitics and their characteristics and status. A second chapter presents a syntactic account of (sentential) connective and epistemic adverbs and the closely related class of conjunctions, within the framework of generalized phrase structure grammar, to illustrate how Finnish particle clitics are related to independent words that function as sentential adverbs. A third chapter identifies syntactic, semantic, and prosodic properties common to the sentential adverbs and particle clitics, and another chapter reviews the literature on cliticization. Finally, a discussion of the morphosyntactic status of the particle clitics is presented, offering some external evidence for the bound word status of second position clitics. Appended materials include notes on bound words in the Finnish lexicon and a brief comparison of Finnish and Lappish morphology. (MSE)

ED 286 496 IR 012 853

Tomlinson, Peter D.

Developing Teaching Expertise Where It Matters: Radio-Assisted Practice as an Application of Skills Psychology.

PUB DATE- 87
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Appendices contain small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Psychology; Developed Nations; Foreign Countries; Higher Education; Preservice Teacher Education; *Radio; Research Design; *Student Teaching; Teacher Educators; Teaching Methods
IDENTIFIERS- Great Britain

This paper introduces the concept of radio-assisted practice (RAP) and outlines the nature and initial findings of a British research project which is investigating the potential of RAP in preservice teacher education. The paper falls into three main parts. The first situates matters in terms of information-processing skill (IPS) psychology and comments on its recent application to thinking about teacher expertise. It is also noted that recent work on professional competence, as well as student-teacher construals, corroborates the IPS implication that the development of teaching expertise requires meaningful classroom practice. Presenting RAP as an unobtrusive means of guidance using miniaturized radio communication during ongoing teaching, the second part of the paper distinguishes the technique from the concept and offers some principles and corresponding rules of thumb for "rapping." The third part describes and presents some preliminary results of an 18-month research project designed to assess the efficacy of RAP for student teachers and ways of initiating supervisors into RAP usage. A 17-item reference list is provided. (Author/RP)

Lang, Cynthia
The Case Method of Teaching: Community College Faculty Are Taking a "Harvard Method" and Making It Their Own.
Education Development Center, Inc., Newton, Mass.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Education; Community Colleges; *Discussion (Teaching Technique); Evaluative Thinking; *Inservice Teacher Education; *Intercollegiate Cooperation; *Problem Solving; *Teacher Workshops; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Case Method (Teaching Technique)

The Alliance for Business Literacy Education (ABLE), a composite of several Harvard professors, the Education Development Center (EDC), and the League for Innovation in the Community College, is working to promote the nationwide use in community colleges of a teaching strategy known as the case method. The case method combines the freedom of class discussion with a careful plan of action that will lead students to analyze a situation, identify the problems, and propose and assess alternative solutions. While this method is hardly new, it has not been widely used despite its merits. Postsecondary faculty have had few chances to see it in action or learn about its key aspects (i.e., how to assume the role of facilitator, create the right kind of classroom climate, and maintain the right degree of direction and control). ABLE has developed a series of original cases that would teach decision making in business and be custom-tailored to the needs of community colleges. After having overall positive results with draft editions of the cases, ABLE began a broad training effort that built upon the small-scale, but successful, transfer of expertise that had already taken place in the project. EDC developed and produced a 60-minute videotape and a guide to the method, which were used in five regional workshops attended by over 150 faculty representing more than 40 colleges. While the EDC continues to distribute the package, the real action is taking place on the local campuses, where faculty are able to take a different look at how they teach, and encourage students to participate actively in their own learning. (EJV)

ED 286 552 JC 870 421

Methods of Securing Alternative Funding for Community Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 6p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alumni Associations; Community Colleges; Corporate Support; *Educational Finance; *Fund Raising; Grantsmanship; Income; *Philanthropic Foundations; *Private Financial Support; Two Year Colleges
IDENTIFIERS- ERIC Digests

Now that the growth period for community colleges is over, and public funding has stabilized or decreased, many colleges are turning to alternative funding sources as a means of financing new projects and maintaining services. Among the funding approaches are the following: (1) grants development, which requires a library of material on funding agencies, a campus "fundability profile," faculty involvement, and a grants office; (2) revenue diversification, which involves the college in commercial activities that are undertaken specifically to support educational programs and services, including contract education, catering food, retailing, and leasing facilities; (3) solicitation of corporate donations, which has become an increasingly important means of offsetting cutbacks in local and state support; (4) establishment of alumni associations, which can be valuable sources of alternative funds while also aiding the colleges in developing political support, fostering positive public opinion, recruiting new students, and locating possible donors to the college; and (5) community college foundations, which provide a mechanism by which the college can expand or improve services beyond the means provided for by public funds. References for further reading on these topics are provided. (EJV)

Phillips, Shelley
Fantasy, Lies and Imaginary Companions. Foundation for Child and Youth Studies Selected Papers Number 45.
Foundation for Child and Youth Studies, Kensington (Australia).
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Dramatic Play; *Fantasy; Games; *Imagination; *Intervention; *Lying; *Preschool Children; Pretend Play; *Young Children
IDENTIFIERS- *Imaginary Companions

This description of the development of imagination and fantasy in children outlines how children view their fantasies, imaginings, imaginary companions, and lies at different stages of development. Main topics include (1) the purposes of fantasy; (2) fantasy in preschool children; (3) imaginative games and dramas; (4) promotion or inhibition of fantasy; (5) middle childhood; (6) lies; and (7) imaginary companions. Subsections on fantasy in preschool children concern the use of fantasy for wish fulfillment and for coping with bodily functions, discipline and jealousy. Other subsections cover fantasies in narratives; preferred fantasies in children's literature; and children's difficulty in distinguishing between fantasy and reality. Imaginative games and dramas are discussed in terms of the influence of reality on them; their value as a means of coping and improving social acceptance; individual differences; and standard plots, rules, and roles. The discussion of promotion or inhibition of fantasy includes sections about parents; props and playmates; excessive structure; the role of television; and training for the use of imagination and fantasy. The material on middle childhood explores the waning of imagination and fantasy. Subsections on children's lies emphasize the importance of distinguishing between lies, wish fulfillment, and fantasies, and discuss children's beliefs about lying. Characteristics and functions of imaginary companions are described. (RH)

ED 286 640 PS 016 848

DeCooke, Peggy A.; Nelson-Le Gall, Sharon
The Effects of Familiarity on the Success of Children's Help-Seeking.
PUB DATE- Apr 87
NOTE- 21p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Education; *Elementary School Students; *Mainstreaming; *Peer Relationship; Resource Room Programs; Self Contained Classrooms; *Success
IDENTIFIERS- Acceptance; *Familiarity; *Help Seeking

Intensive observation of the helping interactions of 40 children in the third through fifth grades of five Pittsburgh, Pennsylvania area schools was conducted for the purpose of assessing the impact of familiarity on the success of children's help-seeking from peers. The amount of visual regard that children received from peers was also assessed. Three types of students were selected for participation: 15 students from resource rooms, 15 students mainstreamed from self-contained classrooms, and 10 students who spent all of their instructional time in the mainstream. Students from resource rooms differed from those from self-contained classrooms in the extent to which they were exposed to regular students in instructional settings. Findings suggested that the relative lack of help-seeking success experienced by the self-contained classroom students was due to a tendency on the part of those students to make fewer requests than their classmates, and to have even fewer of their requests accepted by other students in the mainstream classroom. The familiarity of students from self-contained classrooms and resource rooms to their classmates covaried positively with others' acceptance of their help-seeking requests. Students in the regular classroom directed more of their visual regard to students from resource rooms than to students from self-contained classrooms. The more visual regard children received from classmates, the more likely they were to have their helping requests accepted. (Author/RH)

ED 286 669 RC 016 383

Knop, Edward, Comp.; And Others
The Social and Economic Significance of Human Migration in the Western Region. Bulletin 859.
Washington State Univ., Pullman. Coll. of Agriculture Research Center.
PUB DATE- Oct 78
NOTE- 36p.; Final report of Western Regional Research Project W-118, "The Economic and Social Significance of Human Migration for the Western Region."
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; Demography; Employment Patterns; *Family Mobility; Migration; *Migration Patterns; Place of Residence; Population Distribution; Relocation; Rural Areas; *Socioeconomic Influences; Tables (Data); *Trend Analysis
IDENTIFIERS- *Policy Implications; Preference Data; Single Adults; *United States (West)

Because migration trends in the West and their consequences have sometimes served as indicators of what other regions can expect, it is important that such trends and effects be monitored and analyzed. This bulletin describes patterns of migration, assesses individual and family and social considerations in western migration, and discusses policy implications. Projective Markov modeling gives predictions of future population movements among the western states based on the assumption of stable transition percentages. Location preference studies focus on community aesthetic qualities and their associations with community size. Studies of actual migration behavior show that economic and family considerations influence migration and that migration is selective of the young, the more highly educated, and those in higher paying occupations. Social consequences of western migration are addressed from cost-benefit and community satisfaction perspectives.

Substantive mechanisms that can influence migration include incentives and inducements, regulation, information dissemination, expenditures and siting decisions, enabling actions, and coordination and organization. Thirty-four tables show migration data including western region and subregion migration by wage change, sex, age, and industry from 1960 to 1965 and from 1965 to 1970; reasons for migration; and key social costs/benefits of community growth and decline. Graphs show scale effect and migration effect curves for 11 western states. (NEC)

ED 286 736 SE 048 574

Roberts, Laura R.; And Others
Gender Differential Developmental Change in the Achievement-Self-Image Relationship over Early Adolescence.
PUB DATE- 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
GRANT- MH30252-38142
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Mathematics Education; Mathematics Instruction; Science Education; Science Instruction; Secondary Education; *Secondary School Mathematics; *Secondary School Science; *Self Concept; *Sex Differences
IDENTIFIERS- Mathematics Education Research; Science Education Research; *Self Image Questionnaire for Young Adolescents

This study tested the hypothesis that the relationship between self-image and achievement would show different developmental patterns for boys and girls, particularly with regard to the relationship between self-image and mathematics and science achievement. Subjects were selected from two successive sixth grade cohorts in two predominantly white, middle class suburban school districts, and followed through the eighth grade. Two-hundred fifty-three students were included in the study. Covariance structure (LISREL) analysis was performed to examine gender relationships between academic achievement (as measured by course grades) and self-image (as measured by the Self-Image Questionnaire for Young Adolescents). The results of cross-sectional tests revealed that there was a significantly stronger relationship between self-image and academic achievement for boys than for girls in sixth and seventh grade, particularly with regard to mathematics and science achievement. Longitudinal tests, within gender, showed that the relationship between self-image and achievement increased for boys and decreased for girls when they moved from sixth to seventh grade. A series of repeated measures revealed a positive relationship between self-image and high mathematics achievement among boys, and a negative relationship among girls. (Author/TW)

ED 286 525 IR 052 130

Hartsock, Ralph, Comp.
Microforms in Series Union List.
Music Library Association, Ann Arbor, MI. Mountain-Plains Chapter.
PUB DATE- Sep 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Microforms; *Music; Shared Library Resources; Union Catalogs

This union list contains over 100 microform music collections from eight libraries which are members of the Mountain-Plains Chapter of the Music Library Association. The 22-page list includes major sets, series, and complete works of composers. Excluded are periodicals, single work/dissertation titles, and general collections that are currently represented in other union lists. (RP)

ED 286 438 HE 020 756

Agreement between the Board of Regents of Higher Education and the Massachusetts Teachers Association/NEA, State Colleges of Massachusetts, April 23, 1977-June 30, 1989.

Massachusetts State Board of Regents of Higher Education, Boston.; National Education Association, Washington, D.C.

PUB DATE- 7 Apr 87
NOTE- 374p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Department Heads; Employment Practices; Evaluation Criteria; *Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Librarians; Personnel Policy; Rating Scales; Records (Forms); *State Colleges; Student Evaluation of Teacher Performance; Teacher Retirement; Teacher Salaries; Tenure
IDENTIFIERS- *Massachusetts Board of Regents of Higher Education; Massachusetts Teachers Association; National Education Association; *NEA Contracts; Personnel Files; Tuition Benefit Programs

The collective bargaining agreement between the Massachusetts Board of Regents of Higher Education and the Massachusetts Teachers Association Chapter of the National Education Association covering the period April 23, 1977-June 30, 1989 is presented. Items covered in the agreement include: unit recognition, dues check-off, board-union relationship, sick leave, early retirement compensation, holidays, paid and unpaid leaves of absence, vacation leave, insurance, tuition waiver, longevity recognition, day care, academic freedom, selection and duties of department chairpersons, participation in the decision-making process, roles of the president, Graduate Education Council, evaluation criteria and materials for faculty and librarians, evaluation procedures, evaluation of department chairpersons, evaluation by promotion and tenure committees, distinguished service awards and citations for meritorious service, tenure, retrenchment, academic program development, academic reorganization, grievance procedure, workload, scheduling and course assignments, salaries and academic rank adjustments, professional development programs, sabbatical leaves, access to personnel files, no strike/lockout pledge, and appointment and promotion. Various evaluation forms are appended. (SW)

ED 286 480 IR 012 813

Akiyama, Takashiro; Kodaira, Sachiko Imaizumi
Children and Television: A Study of New TV Programs for Children Based on the Pilot of an Animated Production.
Japan Broadcasting Corp., Tokyo. Broadcasting Culture Research Inst.
PUB DATE- 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Animation; *Attention; Childrens Television; *Comprehension; Developed Nations; Foreign Countries; *Preschool Children; *Programing (Broadcast); *Recall (Psychology); Television Research; *Television Viewing
IDENTIFIERS- *Japan; Sesame Street

Reactions of 50 2-year-old and 46 4-year-old Japanese children to selected experimental television programs were examined in two studies. The child was placed with his or her mother in a room where the experimental program was shown on one television and a fast-moving animation without sound was shown on a second television as a distractor. The child was observed by two video cameras and microphone, and his or her attention, language, and smile reactions to the experimental programs were recorded. The child was also interviewed to assess the degree of character recognition, comprehension, and recall. The first study used two short experimental animations, "Yadamon" (the Hard-to-Please Child) and "Tazura" (the Mischievous Child). The attention rating for these two segments was extremely high. About 20% of the 2-year-olds were able to answer questions about the story, but many of the 4-year-olds answered questions with concrete details and showed that they understood how the character felt. The second study compared the children's reactions to Japanese and English versions of an episode of "Sesame Street." The average attention ratings were about the same for both groups and both versions, with the exception of the older children, whose attention rating was slightly higher for the Japanese version. Data on language reactions and smile reactions revealed that the 4-year-olds showed more language reactions to and smiled more often at the English version than the Japanese one. Of the 13 references listed, 2 are in English and 11 in Japanese. (MES)

ED 286 624 PS 016 825

Mahan, Bernice Marie; Ware, Brenda Joyce
Home-Schooling: Reasons Some Parents Choose This Alternative Form of Education, and a Study of the Attitudes of Home-Schooling Parents and Public School Superintendents Toward the Benefits of Home-Schooling.
PUB DATE- Jul 87
NOTE- 58p.; Master of Science in Education Project, University of Dayton.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Comparative Analysis; *Home Schooling; Motivation; *Parent Attitudes; *Public Schools; *School Choice; *Superintendents
IDENTIFIERS- Ohio

Purposes of this master's research project were to (1) determine the reasons for which parents educate their children at home, and (2) compare the attitudes of home-schooling parents and public school superintendents about the benefits of home schooling. Subjects were parents who home-schooled their children and public school superintendents in a five county area in midwestern and southwestern Ohio. Data were collected using a checklist which presented 10 reasons for schooling children at home and an attitude survey which included 20 statements about the benefits of home schooling. Items in both instruments were derived from a review of the related literature. Findings indicate that (1) the literature on home schooling is accurate in so far as it portrays beliefs about schools and education; (2) home-schooling parents agreed with all but one of the benefits of home-schooling reported in the literature while superintendents disagreed with the literature on all but two points regarding the possible benefits of home schooling; and (3) participating parents and public school superintendents had conflicting attitudes, with superintendents exhibiting animosity toward home schooling in unsolicited, negative, written comments appended to the survey. (RH)

ED 286 656 PS 016 888

Beal, Carole R.; Lockhart, Maria E.
Development of Sex Constancy: The Role of Language.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Child Language; *Cues; Elementary Education; Elementary School Students; Grade 2; Grade 4; *Language Role; *Performance Factors; Preschool Children; Preschool Education; *Social Cognition
IDENTIFIERS- *Gender Constancy

Two studies were conducted to determine whether language as well as appearance cues would influence children's performance on a sex constancy task. In the first study, preschoolers and second graders participated in a sex constancy task in which different labels were used to refer to a picture of a boy or girl. The results showed that older children scored higher on sex constancy than the preschoolers, but that children of both ages were more likely to respond correctly when proper names were used in the task than when pronouns or sex-neutral labels were used. In a second study, preschoolers, second graders, and fourth graders were asked whether a change in proper name would change a person's sex. The question was asked both with and without an accompanying change in the appearance of pictured persons. The results showed that preschoolers and second graders thought that sex would be changed by a change in proper name but that fourth graders knew that both proper name changes and appearance changes were irrelevant to sexual identity. The results suggest that children attend to both language cues and information about appearance when determining the sex of another person. (Author/RH)

ED 286 751 SE 048 591

Kissock, Craig, Ed.
Science: Videotapes for Inservice Training for Active Learning. VITAL Series.
Minnesota Univ., Morris.
SPONS. AGENCY- Minnesota Higher Education Coordinating Board, St. Paul.
PUB DATE- Jul 86
NOTE- 65p.; For a related document, see SE 048 592.
AVAILABLE FROM- Mr. Craig Kissock, Chair, Division of Education, University of Minnesota, Morris MN 56267 ($180.00 includes 12 videotape lessons, 10 handbooks).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Objectives; Elementary Education; *Elementary School Science; *Inservice Teacher Education; *Preservice Teacher Education; *Science Activities; *Science Instruction; *Scientific Concepts; Videotape Recordings
IDENTIFIERS- *Project VITAL

This handbook, and the VITAL Science Series videotapes, contain 12 lessons that are examples of some of the many ways of organizing elementary school classrooms for science instruction. The videotapes that are available separately demonstrate full class and small group activities, the use of learning centers, cooperative learning, and outdoor activities. Each lesson has the following organization: (1) introduction to the video tape; (2) questions for consideration; and (3) teaching this lesson (including focus, background to the lesson, challenge, materials and equipment, how-to-do-it, and further challenges). Lessons stress science process skills, thinking about science, scientific attitudes, scientific concepts, and doing hands-on science with a textbook. These materials are designed to be used in preservice or inservice teacher development programs through courses or individual study. (RH)

ED 286 366 FL 016 911

Klinghammer, Sarah J.
Teacher as Researcher.
PUB DATE- May 86
NOTE- 9p.; Paper presented at the TRI-TESOL Conference (Bellevue, WA, November 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; Educational Research; English (Second Language); Language Teachers; *Research Design; *Research Methodology; Second Language Instruction; Social Science Research; *Teacher Role
IDENTIFIERS- *Teacher Researchers

A discussion of classroom research proposes that classroom-oriented, practical research or evaluation projects are feasible for the language teacher and explains several types of research that might be undertaken. First, it outlines practical and relatively simple ways to examine classroom activity more objectively, such as videotaping for analysis of interactions, discourse, physical movement, time use, and at-task behavior, or analysis of test design. Second, it summarizes five general types of research designs, the techniques used in each, and the kinds of research questions that might be addressed. Third, it focuses on one type of research (single subject design) that has potential for classroom use. The research types include ethnographic, descriptive, correlational, experimental, and case study. (MSE)

ED 286 395 HE 020 604

Smoot, Joseph G.; And Others
Challenging the Future. The University Marketing Report, 1985.
Pittsburg State Univ., Kans.
PUB DATE- 87
NOTE- 339p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Bound Students; Donors; *Enrollment Trends; *Fund Raising; Higher Education; Institutional Mission; *Marketing; *Public Relations; Questionnaires; School Demography; School Holding Power; *Student Recruitment
IDENTIFIERS- College Costs; *Pittsburg State University KS College Costs

A report on marketing the Pittsburg State University in Kansas to prospective students is presented. The conceptual basis is considered, including university mission; objectives of the marketing committee; and internal, affiliated, and external constituents. Both external (e.g., the environmental climate) and, by school/department, internal (e.g., graduate school and continuing education) analyses are provided. The marketing analysis covers product, price, place (distribution), and promotion. Marketing goals focus on: new and returning enrollments, the development of donors, and positive university spokesmanship. Appendices include: the university's marketing research survey; a demographic profile of Kansas youth; enrollment maps for the university; data on public school enrollment in grades 1-12 and an enrollment count by grade and by year to enter college, 1983-1984; the projected number of 18-year-olds by county and year in the 10 Kansas economic regions; a 5 year comparison of public community college fall enrollments, 1979-1983; placement data; American College Testing profiles for students at the university, 1981-1985; departmental marketing survey reports; fall 1985 enrollment data; and a report on environmental scanning. (SW)

ED 286 409 HE 020 665

Taylor, Mary Louise

Institute of International Education 1986 Annual Report.

Institute of International Education, New York, N.Y.
PUB DATE- 86
NOTE- 73p.; Some photographs may not reproduce clearly.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Education; Annual Reports; *Cultural Exchange; *Developing Nations; Educational Opportunities; *Fellowships; Fine Arts; Foreign Countries; Foreign Students; Higher Education; Human Dignity; *International Educational Exchange; *International Programs; Natural Resources; Nonprofit Organizations; Social Responsibility; Study Abroad
IDENTIFIERS- *Fulbright Exchange Program; *Institute of International Education NY

The 1986 contributions of the Institute of International Education (IIE) through development assistance and educational and cultural exchange are described along with the history of the 40-year-old Fulbright Program which IIE helps to administer. Attention is directed to: IIE in the arts, in efforts to build developing-country institutions, in human rights, and in agriculture and natural resources; IIE and U.S. colleges and universities, IIE's activities in research and communications, and IIE's administrative support services and overseas offices. Fulbright graduate fellowships for foreign nationals and U.S. nationals are discussed. Profiles of individual IIE beneficiaries and participants and Fulbright fellows are included. IIE-administered projects for 1986 are listed. Additional listings include: IIE educational associates (colleges and universities arranged alphabetically by state); members of the Fulbright 1986-1987 national screening committee, listed by country and school; members of regional IIE advisory boards; business and foundation donors to IIE; and individual donors. Financial information about IIE for 1985 and 1986 is also appended. Statements by IIE Board of Trustees Chairman Charles H. Percy and IIE President and Chief Executive Officer Richard M. Krasno are included. The report is illustrated throughout with black and white and color photographs. (SW)

ED 286 423 HE 020 683

Kentucky College and University Enrollments, Fall 1986.
Kentucky State Council on Higher Education, Frankfort.

PUB DATE- Aug 87
NOTE- 280p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; Church Related Colleges; College Credits; College Programs; *College Students; Community Colleges; *Enrollment Trends; Full Time Equivalency; Graduate Students; Higher Education; In State Students; Majors (Students); Out of State Students; *Private Colleges; Professional Education; *Public Colleges; *State Surveys; Undergraduate Students
IDENTIFIERS- *Kentucky

Enrollment reports for fall 1986 and trends for fall 1983-1986 are presented for public and private colleges and universities in Kentucky. The reports cover: headcount enrollment by student classification for state-supported institutions, University of Kentucky community colleges, and private junior and senior institutions; enrollment in first-professional programs at state-supported universities; fall enrollments for 1983-1986 at state and private institutions; full-time equivalent enrollments for 1983-1986 at state-supported institutions; black student enrollment at state and private institutions; residency status by student classification by type of institution; total credit hour report by student level; on- and off-campus credit hour report by student level; total headcount enrollment by degree field; undergraduate and graduate headcount enrollment by degree field; headcount of first-time transfer students by sending institution; headcount enrollment by degree field and student level for Kentucky seminaries; and headcount enrollment by program of study and program level for business colleges. (SW)

ED 286 452 HE 020 771

Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for The Connecticut State University, 1984-1987.

American Association of Univ. Professors, Washington, D.C.; Connecticut State Univ. System.

PUB DATE- 84

NOTE- 84p.; Document contains small, light print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Athletic Coaches; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Librarians; Participative Decision Making; Released Time; *State Universities; Summer Schools; Teacher Discipline; Teacher Salaries; Tenure; Unions; Work Environment

IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Connecticut State University; Personnel Files; Union Rights

The collective bargaining agreement between the Board of Trustees of Connecticut State University and Connecticut State University Chapter of the American Association of University Professors, covering the period 1984-1987, is presented. Items covered in the agreement include: unit recognition; definitions; nondiscrimination; professional rights and responsibilities; tenure; full-time and special appointments; standards of notice for renewal and denial of tenure; faculty and presidential responsibilities; evaluation for renewal, tenure, and promotion; coaching and physical education faculty; personnel files; faculty participation in the faculty senate and departmental affairs; instructional rank; duties and work environment of counselors and librarians; working conditions for all employees, including support services; workload; credit for specialized assignments and for large classes; overload/underload; released time; class scheduling; part-time instruction; summer school employment; salaries; leaves and fringe benefits; pensions; grievance procedure; reprimand, suspension, and termination; retrenchment; union rights; and rights and responsibilities of the Board of Trustees. (SW)

ED 286 464 IR 012 796

Iacovou, Mary Susan
Does Computer Assisted Instruction Affect the Achievement of Third Graders in Library Skills?
PUB DATE- May 87
NOTE- 55p.; Master of Arts Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Drills (Practice); Grade 3; Hypothesis Testing; *Intermode Differences; *Library Instruction; Library Skills; Pretests Posttests; Primary Education
IDENTIFIERS- *Printed Materials

This investigation of the effect of computer-assisted instruction (CAI) on the learning of library skills hypothesized that there would be a substantial difference in the achievement of library skills by those students who received additional drill and practice through the use of CAI and those who received additional drill and practice only from worksheets. Twenty-four students from a third grade class in an urban school were randomly assigned to either the experimental or control group. Results measured by a posttest revealed no significant difference in achievement between the two groups. An extensive review of related research on CAI is included, and 34 references are listed. The pre- and posttests, worksheets, and the raw score data are appended. (MES)

ED 286 511 IR 052 116

Rubin, Rhea Joyce
Library and Information Needs Assessment and Five Year Plan.
California State Dept. of Mental Health, Sacramento.
SPONS. AGENCY- California State Library, Sacramento.
PUB DATE- 28 Feb 87
NOTE- 176p.
CONTRACT- 85-76248
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; *Library Administration; Library Automation; Library Materials; *Library Personnel; *Library Planning; *Library Services; Long Range Planning; Needs Assessment; Questionnaires; *Special Libraries; State Agencies; User Needs (Information)
IDENTIFIERS- *California; California Dept of Developmental Services; California State Department of Mental Health

This report describes a study designed to assess the client and staff libraries at each of the 11 California Department of Mental Health (DMH) and Department of Developmental Services (DDS) residential facilities to determine their existing resources and their ability to meet the requirements of the changing facility populations. The study methodology is described, including interviews with administrators, staff, and clients; site visits; a written survey of library statistics; and interviews with librarians. Summaries of 24 immediate, 32 short-range, and 19 long-range recommendations are also provided. A discussion of the findings indicates that the most acute problem in both staff and client libraries (which is primarily due to understaffing) is the inability to provide adequate services for most of the people the libraries are charged to serve. The primary recommendations focus on the need to change the interdepartmental, non-level-of-care "Staffing Standard" and to assign each library an annual budget determined by a funding formula. The needs for information services for Sacramento and community services staffs and for central coordination of library services are also addressed. Background information for the survey is included in 8 appendices, and the text is supplemented by 31 charts. (KM)

ED 286 526 IR 052 131

Ettelt, Harold
New Books, and Those Previously Used, Lead the Band, by a Lot.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Books; Comparative Analysis; Graphs; *Library Circulation; Scientific and Technical Information; Two Year Colleges; Use Studies
IDENTIFIERS- *Columbia Greene Community College NY

Based on a study of the book collection of Columbia-Greene Community College Library (New York) carried out in the summer of 1987, this report investigates the relationship of age and previous use to the future use of books. An examination of the acquisition year and circulation records of 10% of the library's book collection (approximately 4,000 books) indicates that, depending on the method of computing circulation, new books are circulated three, five, or six times as often as older books, and that new scientific and technical books are not circulated more frequently than new books on general subjects. In addition, an examination of the circulation records of 555 books purchased in 1977 and 1978 reveals that 70% of the books circulated in the year after acquisition were circulated at least once more in the next two years, while only 36% of the books not circulated in the year after acquisition were circulated at least once in the next two years, indicating a two-to-one preference for previously used books. Study results are depicted in four graphs. (KM)

ED 286 566 JC 870 441

Slark, Julie; And Others
Student Outcomes Study. Year One, Final Report.
Learning Assessment Retention Consortium of the California Community Colleges.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 87
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Gains; Achievement Tests; Community Colleges; Evaluation Methods; *Outcomes of Education; Pretests Posttests; Program Effectiveness; Questionnaires; *Remedial Programs; School Holding Power; Self Evaluation (Individuals); *Student Attitudes; Student Characteristics; *Student Educational Objectives; Surveys; Two Year Colleges; Two Year College Students; *Writing (Composition); Writing Skills
IDENTIFIERS- *California

A study was conducted by the Learning Assessment Retention Consortium (LARC) to describe the outcomes (i.e., goal satisfaction, retention, and skills acquisition) of students enrolled in remedial English writing courses in a sample of California community colleges, and to develop an evaluation model which could be used in community colleges to measure outcomes in all programs. Students attending 29 community colleges completed questionnaires and the New Jersey Basic Skills Competency Tests (NJBSCT) at the beginning and end of the fall 1986 semester. The 7,500 English writing students in the sample were primarily young, full-time day students planning to transfer to a four-year college. Study findings included the following: (1) at the end of the semester, students had accomplished more course objectives than they had originally intended; (2) 67% of the sample successfully completed the writing course, 82% re-enrolled the following semester, and 68% of those intending to enroll in another English class the following semester did so; (3) the greatest rate of skills growth was shown on the essay test, with students at all levels exiting the course with higher average scores than they demonstrated at the beginning of the course; (4) the average post-test score of students completing the course one level below freshman composition demonstrated that those students were prepared for entry into college-level English; and (5) students' self-assessment of their writing ability was better at the end of the semester than at the beginning. Appendices comprise almost half of the document and include: (1) college tables; (2) description of the NJBSCT; (3) a questionnaire; (4) a list of participating colleges/contact persons; and (5) a description of sub-samples used for each analysis. (Author/EJV)

A People Extra: North Dakota and United States Situational Issues Related to and Influences upon--Families (Single Persons, Single Parents, Parent-Child, Married).

North Dakota Univ., Fargo. Dept. of Agriculture and Applied Science.

SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Child Abuse; Child Caregivers; Child Neglect; Day Care; Divorce; Enrollment; *Family (Sociological Unit); *Family Life; Incidence; Latchkey Children; Marriage; *Migration; Newsletters; Rural Resettlement; *Social Influences; *Suicide
IDENTIFIERS- Fact Sheets; *North Dakota; *United States

Situational issues related to families and influences upon families in North Dakota and the United States are briefly outlined in these fact sheets. Contents specifically concern (1) outbound migration from North Dakota and transition of rural families from farming; (2) suicide in North Dakota and the nation; (3) child care issues, such as child abuse and neglect, cost of day care in days lost from work, a course about self-care for children, family day care, group child care, center care providers in the state, aspects of high quality day care, and a rationale for early childhood education; (4) preprimary school enrollment; (5) decline in the number of latchkey children nationwide; (6) current trends in marriage and divorce among American women; and (7) the rising incidence of never married adults in the U.S. Enclosures include copies of "The Provider," a newsletter for professional child caregivers; North Dakota child abuse and neglect statistics from July 1975 through June 1986; and the Governor's proclamation of 1987 as the Year of the Child, and the first Sunday in June as Children's Day, in North Dakota. (RH)

ED 286 610 PS 016 802

Pine, Mary A.; And Others
Kindergarten Curriculum for Conceptual Language Development.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- 83
NOTE- 262p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Checklists; *Curriculum Design; Educational Equipment; Instructional Materials; *Kindergarten; *Language Experience Approach; *Learning Activities; *Learning Centers (Classroom); Nutrition; Primary Education; Screening Tests; *Units of Study
IDENTIFIERS- Screening Procedures

The content of this kindergarten curriculum guide for conceptual language development is organized in six parts. Part 1 presents a brief overview of the nature of the 5-year-old child and discusses the topic of prekindergarten screening. Part 2 elaborates on a child-centered, individualized approach to kindergarten programs and emphasizes the value of learning through play. Part 3, which focuses on the use of learning centers, offers suggestions for planning a learning environment that facilitates language and concept development in the kindergarten. A rationale and suggestions for using the Language Experience Approach to Readiness and Beginning Reading, as well as a list of skills, are presented in Part 4. Ten units of study are described in Part 5. The remaining section consists of appendices which supplement the content of the guide and include detailed information on prekindergarten screening procedures, and an extensive list of resources for the teacher. (RH)

ED 286 682 RC 016 402

Altschuld, James W.; And Others
Facilitator's Guide to Staff Training for the Rural America Module X: Community Relations and Involvement. Research and Development Series No. 149K.
Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 28p.; For related documents, see ED 142 764, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Education; Community Involvement; Community Relations; Elementary Secondary Education; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; Postsecondary Education; Program Guides; *Rural Schools; *School Community Relationship; Small Schools; Staff Development
IDENTIFIERS- *Facilitators; *Rural America Series

This module emphasizes the training of staff members of recognize the benefits of effective school-community cooperation and provides an opportunity for trainees to develop a viable community relations strategy. Reasons for community involvement are considered; these include becoming responsive to and aware of community needs, obtaining community input on what the school should be doing, and expanding limited school resources. The difference between community relations (communication to promote awareness of school programs, needs, accomplishments, and problems) and community involvement (activities bringing community members/organizations into direct contact with students and school programs) are delineated. The benefits of school-community cooperation are outlined as: student opportunities for community career exploration, experience in career decision making, awareness of community career placement opportunities, and exposure to a variety of community role models. Participants (lay groups and government and private agencies) are identified. Strategies suggested for improving community relations include news releases, radio/television announcements, newsletters, speeches, and posters. Strategies suggested for community involvement are advisory committees, tutorial programs, career information programs, student self-awareness programs, parent-child nights, school sponsored picnics, and job fairs. To present a fully comprehensive treatment of community relations and involvement, it is noted that this module could be combined with Module XIII, "Cooperative Agreements with Business, Industry, and Labor." (NEC)

ED 286 707 SE 047 846

Wolfe, Richard G.

Second International Mathematics Study. Training Manual for Use of the Databank of the Longitudinal, Classroom Process Surveys for Population A in the IEA Second International Mathematics Study. Contractor's Report.

International Association for the Evaluation of Educational Achievement, New York, NY.; Ontario Inst. for Studies in Education, Toronto.

SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-332
PUB DATE- Mar 87
NOTE- 109p.; For a description and availability of the databank, see SE 048 649.
CONTRACT- 300-83-0212
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Databases; *Educational Assessment; Educational Research; *Guides; *International Studies; *Mathematics Education; Mathematics Instruction; Mathematics Tests; *Research Tools; Surveys
IDENTIFIERS- Mathematics Education Research; *Second International Mathematics Study

This manual is designed for those researchers using the databank on classroom process surveys for the population of 13-year-olds in the Second International Mathematics Study. The manual opens with overviews of the study and the databank and states the purpose of the training. In the second section on "Interpretation," the codes, layout, and other documentation points are explained. The third section on "Application" shows the general flow of processing to use the documentation and data files. Finally, a "Practice" section is provided, with exercises related to the data. Appendices pertain to: (1) Analysis of the Cognitive Item Table; (2) International Item Response File; (3) U.S.A. Classroom Aggregate File; (4) Extracts from the Databank; and (5) Weighting and Sampling Errors. (MNS)

ED 286 721 SE 048 379

Quincy Market. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Jun 87

NOTE- 205p.; For other products of the Regional Math Network, see SE 048 377-378.

GRANT- NSF-MDR-84-70399

AVAILABLE FROM- Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303 ($35.00; includes computer disk suitable for any Apple computer and game cards).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Area; *Economics; *Estimation (Mathematics); Map Skills;* Mathematical Applications; Mathematical Concepts; *Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Problem Solving; Ratios (Mathematics); Sampling; Secondary Education; *Secondary School Mathematics

IDENTIFIERS- Massachusetts (Boston)

In this middle school mathematics unit two imaginary characters, Horatio and Portia, decide to make their fortune in Quincy Market (Boston, Massachusetts) running a Bull Market cart. In order to solve the problems that they encounter, they need to learn ratio and proportion, map reading, estimation, area and perimeter, population sampling, problem solving, and the collecting and processing of data. Teacher notes at the beginning of each section indicate the math objectives, materials, and whether the activity is a reinforcement or an extension of a math skill. The unit is divided into seven modules that can be used either independently or sequentially. These are: (1) an introduction to Quincy Market; (2) the use of the ruler; (3) map exploration; (4) ratio and proportion; (5) scale drawing; (6) perimeter and area; and (7) a simulation (in which the students run their business using the Bull Market Game or a computer simulation). Each module consists of two or three class activities and additional activities which can be used as extensions. The unit contains student worksheets, teacher notes, transparency masters, Bull Market Game cards, and a diskette to be used with the computer portion of the "simulation" module. (TW)

Joseph, Brian D., Ed.
Studies on Language Change. Working Papers in Linguistics No. 34.
Ohio State Univ., Columbus. Dept. of Linguistics.
PUB DATE- Dec 86
NOTE- 171p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - General (020)
DESCRIPTORS- Arabic; Diachronic Linguistics; Dialects; *Diglossia; English; Estonian; *Etymology; Finnish; Foreign Countries; Language Variation; Linguistic Borrowing; *Linguistic Theory; *Morphemes; *Morphology (Languages); Old English; Sanskrit; Sociolinguistics; Syntax; *Uncommonly Taught Languages; Word Frequency
IDENTIFIERS- Saame

A collection of papers relevant to historical linguistics and description and explanation of language change includes: "Decliticization and Deaffixation in Saame: Abessive 'taga'" (Joel A. Nevis); "Decliticization in Old Estonian" (Joel A. Nevis); "On Automatic and Simultaneous Syntactic Changes" (Brian D. Joseph); "Loss of Nominal Case Endings in the Modern Arabic Sedentary Dialects" (Ann M. Miller); "One Rule or Many? Sanskrit Reduplication as Fragmented Affixation" (Richard D. Janda, Brian D. Joseph); "Fragmentation of Strong Verb Ablaut in Old English" (Keith Johnson); "The Etymology of 'bum': Mere Child's Play" (Mary E. Clark, Brian D. Joseph); "Small Group Lexical Innovation: Some Examples" (Christopher Kupec); "Word Frequency and Dialect Borrowing" (Debra A. Stollenwerk); "Introspection into a Stable Case of Variation in Finnish" (Riitta Valimaa-Blum); and "Diglossia in Ancient India" (Gina M. Lee). (MSE)

ED 286 497 IR 012 854

Feasley, Charles E., Comp.
Distance Education: Index to ERIC Papers, 1966-1985. Volume One: ED Documents.
Oklahoma State Univ., Stillwater.
PUB DATE- Jan 87
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Correspondence Schools; Correspondence Study; *Distance Education; Educational Radio; Educational Television; External Degree Programs; Home Study; Independent Study; Indexes; Open Universities; Telecommunications; Teleconferencing; Telecourses; Telephone Instruction; Videotex
IDENTIFIERS- *ERIC; *Resources in Education

Both author and numerical indexes to ERIC documents on various facets of distance education that were entered in the ERIC database from 1966 through 1985 are provided in this guide to the literature. Topics covered include correspondence study, correspondence schools, distance education, educational radio, educational television, external degree programs, home study, independent study, open universities, telecommunications, teleconferencing, telecourses, telephone instruction, and videotex. Information provided for the individual entries, which were identified through computer searches and selective manual searches, includes the author, title, publication date, and ERIC document number. Reviews of these documents appear in the monthly index, Resources in Education, and the full text of most of them is available through both the ERIC microfiche collection and the ERIC Document Reproduction Center. (RP)

Kroe, Elaine

Less-Than-4-Year Awards in Institutions of Higher Education: 1983-85.

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-87-373
PUB DATE- Aug 87
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Associate Degrees; Community Colleges; *Degrees (Academic); Educational Certificates; *Educational Trends; Females; Longitudinal Studies; *Majors (Students); Males; National Surveys; Postsecondary Education; Two Year Colleges

Drawing from data from the Degrees and Other Formal Awards Conferred Survey conducted annually as part of the Higher Education General Information Survey, this report looks at the less-than-4-year degrees and certificates awarded between 1983 and 1985, including limited data from 1975 for trend analysis. First, highlighted findings indicate that: (1) associate degrees and postsecondary certificates or diplomas increased more rapidly than all other awards granted in higher education institutions from 1975 to 1985, although their growth slowed after 1983; (2) associate degrees accounted for 75% of all less-than-4-year degrees; (3) over 75% of all awards were in four major fields of study, i.e., business and management, liberal/general studies, health sciences, and engineering technologies; and (4) in 1985, women outearned men in less-than-4-year degrees by a margin of 60,600 awards. Following an overview of trends of the 1975 to 1985 decade, the report examines awards by major field of study and instructional program in the combined category of less-than-4-year awards. The report then turns to the categories of associate degrees, 1-but-less-than-4-year awards, and less-than-1-year awards. The next sections focus on state findings for academic year 1985, institutional findings, and the occupational outlook of top-ranking instructional programs. Appendixes comprising more than half the document explain the survey methodology and offer detailed data tables including information on awards by sex of student, field of study, level of award, type of institution, and state or other area. (AYC)

ED 286 553 JC 870 424

Student Assessment: Humanities. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 3p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Testing; *Humanities; *Knowledge Level; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Center for the Study of Community Colleges CA; ERIC Digests; *General Academic Assessment

In 1983-84, the Center for the Study of Community Colleges developed and field tested an instrument, the General Academic Assessment (GAA) student survey, to assess community college students' knowledge in several liberal arts areas, including the humanities. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores were cross tabulated by selected student characteristic variables (e.g., age, ethnicity, native language, and reason for attending college) and selected educational background variables (e.g., the number of college units already completed by the student, and the number of humanities courses the student had taken prior to the GAA test). In general, older students scored higher in the humanities than younger students. The native language of the student seemed to be a significant factor, with native English speakers scoring higher than non-native English speakers. Students attending the community college to satisfy a personal interest scored higher in humanities than those attending to advance an occupation or to transfer. There appeared to be a positive correlation between the number of semester hours completed and scores on the humanities section of the GAA, and, not surprisingly, there was a positive correlation between the number of humanities courses taken and the students' GAA humanities scores. (EJV)

ED 286 581 PS 016 553

Guidubaldi, John; Nastasi, Bonnie K.

Home Environment Factors as Predictors of Child Adjustment in Mother-Employed Households: Results of a Nationwide Study.

PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Child Rearing; Day Care; *Employed Women; *Family Environment; *Family Influence; *Mother Attitudes; Mothers; Parent Child Relationship; Predictor Variables; Working Hours; *Young Children

This nationwide study examined the following factors in terms of predictive relationships between home environment and child adjustment within mother-employed households: (1) marital status; (2) number of hours worked per week; (3) full- versus part-time employment; (4) mother's occupational classification; (5) family income; (6) child rearing practices; and (7) maternal satisfaction with job, child care arrangements, support received from spouse in child rearing, quality of the parent-child relationship, and parenting performance. A number of different measures were used to assess adjustment of children in grades 1-3. The home environment factors that were found to be most effective in predicting child adjustment through time included marital status, family income, mother's occupational classification, job satisfaction, and satisfaction with spouse support in child rearing. (PCB)

ED 286 641 PS 016 849

Cherry, Florence
Caring: A Guide for 4-H Leaders and 4-H Club Members in 4-H Community Development Projects.
State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
PUB DATE- 82
NOTE- 101p.; For the Teen Notebook component of this guide, see PS 016 850.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Child Caregivers; Children; *Day Care Centers; Discipline; *Experiential Learning; Individual Development; Instructional Development; Instructional Materials; *Leadership Training; Lesson Plans; Observation; Small Group Instruction; Teamwork
IDENTIFIERS- *4 H Programs

The project guide for 4-H leaders and teenage club members in 4-H community development projects consists of two components, a set of leader materials and a Teen Notebook. The leader materials are presented in this document and provide one preparatory unit and four experiential units of instruction on aspects of working with young children in a day care center. Units discuss teamwork, developmental characteristics of children, learning through observation, disciplining young children, and ways of planning and working with young children. Each of the five units contains a lesson plan for the leader, leader resource materials and suggestions, and materials for the teenage participants to use in group meetings and in working with young children. Appended materials provide additional ideas and suggestions for youngsters who intend to continue the project after instruction ends, as well as a leader guide to small group instruction; materials on ways to develop alternative short-term child care activities that can be managed by teens with or without adult supervision; materials on the growth and development of children from 6 through 12 years of age; and a list of 4-H programs which might be helpful to teens in planning activities for young children. (RH)

ED 286 695 RC 016 421

Russell, Jack, Ed.; And Others
Appalachian Regional Commission: 1986 Annual Report.
Appalachian Regional Commission, Washington, D.C.
PUB DATE- 31 Mar 87
NOTE- 112p.; For the 1985 report, see ED 271 284.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Census Figures; Community Development; Dropout Prevention; Economically Disadvantaged; *Economic Development; Elementary Secondary Education; *Financial Support; Health Services; *Job Development; Planning Commissions; Program Costs; Program Descriptions; Regional Planning; Regional Programs; *Rural Development; Waste Disposal
IDENTIFIERS- *Appalachia; *Appalachian Regional Commission DC; Highways

The Appalachian Regional Commission used its $120 million appropriation for fiscal year 1986 to create and retain jobs under the jobs and private investment program, provide basic public facilities to the worst-off Appalachian counties under the distressed counties program, and to work toward closing the gaps in the Appalachian Development Highway System that carry the highest volume of traffic and are most critical to economic development. Efforts to make traditional industries more competitive, improve support for homegrown businesses, and enhance the quality of the Region's educational facilities included testing a new steelmaking process, surveying over 1,500 new Pennsylvania businesses, and training adult literacy tutors. Typical of the 36 projects funded in distressed counties were sewage system upgrades and water tank construction. Technical assistance activities included studies of regional economic competitiveness, effects of oil price changes on Appalachian coal demand, substituting coal for coke, and strategies for Appalachian educational institutions to diffuse technology. Sections of this report cover financial support and distribution of funding by project type and by state. State and regional maps, county population change data, and a directory of local development districts are included. (NEC)

ED 286 424 HE 020 684

Green, Kenneth C.
College Costs and Student Aid.
PUB DATE- 15 Sep 87
NOTE- 10p.; Statement prepared for public hearings on college costs held by the Subcommittee on Postsecondary Education, United States House of Representatives, Washington, DC, September 15, 1987.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Choice; College Role; *College Students; Eligibility; Federal Aid; *Financial Policy; Grants; Higher Education; *Parent Financial Contribution; *Public Policy; School Funds; *Student Costs; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- Guaranteed Student Loan Program; *Paying for College; Pell Grant Program

The growing campus role in providing student financial aid is discussed based on data from the Cooperative Institutional Research Program, Peterson's Guide, and other sources. The campus contribution to student aid programs has grown far more than recent tuition increases. A significant portion of the financial aid burden has passed from federal government to public and private colleges since 1980. The data reveal that freshman participation in the Pell Grant program has declined by nearly half since 1980, while freshman participation in the Guaranteed Student Loan program has increased by almost one-fourth from 1980 to 1985. Between fall 1980 and 1986, participation in the Pell Grant program fell by an estimated 267,000 first-time, full-time freshman. To provide financial aid to students, colleges are using college funds that otherwise would go to salaries, program enhancement, and facility repairs/improvements. New eligibility reductions implemented over the past 6 years mean that many families who were eligible for Pell support in 1980 were not eligible for aid in 1986. The impact of changes in student aid on student choice, outcomes for the educational infrastructure, and issues confronting families are addressed. (SW)

ED 286 439 HE 020 757

Collective Bargaining Agreement between Montana University System and the Northern Montana College Federation of Teachers, July 1, 1985-June 30, 1987.

Montana Univ. System, Helena.; National Education Association, Washington, D.C.

PUB DATE- 85
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; Records (Forms); Released Time; Sabbatical Leaves; *State Colleges; Summer Schools; Teacher Employment Benefits; Teacher Retirement; Teacher Salaries; Tenure; Tenured Faculty; Unions
IDENTIFIERS- *Montana University System; National Education Association; *NEA Contracts; Personnel Files; Union Rights

The collective bargaining agreement between Montana University System and the Northern Montana College Federation of Teachers, an affiliate of the National Education Association, covering the period July 1, 1985-June 30, 1987, is presented. Items covered in the agreement include: unit recognition, dues deduction, access to information, use of facilities, release time for federation officials, office space for faculty, secretarial assistance, payroll deductions, personnel files, patent rights and copyright interests, program grants, faculty workload, academic calendar, employer rights, academic freedom and responsibility, rights of tenured faculty, department chairpersons, hiring procedures, temporary personnel, summer session assignments, class and course assignment, faculty evaluation, evaluation criteria, evaluation for tenure appointment, evaluation of tenured faculty, promotion procedures, the appeal process, teacher termination, due process, retrenchment, resignations, faculty salaries, merit pay, retirement, insurance, continuing education, leaves of absence, sabbatical and educational leaves, grievance procedure and arbitration, and no strike/lockout provisions. A personal leave request is appended. (SW)

Gerlach, Gail J.

The Effect of Typing Skill on Using a Word Processor for Composition.

PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; Computer Assisted Instruction; Grade 4; Hypothesis Testing; Intermediate Grades; *Intermode Differences; *Keyboarding (Data Entry); *Revision (Written Composition); Student Attitudes; *Typewriting; *Word Processing; Writing (Composition); *Writing Skills

This investigation of the effect of typing skill on using a word processor for composition hypothesized that students who had learned keyboarding skills would: (1) write longer essays when using a word processor; (2) revise their essays more when using a word processor; (3) feel more positive about typing when using a word processor than students who had not learned keyboarding skills; and (4) continue to improve these skills if they were monitored while keyboarding their compositions. The 19 fourth grade students from a semi-rural university laboratory school in western Pennsylvania who served as subjects were randomly assigned to one of two treatments, i.e., one group received instruction in keyboarding via a typing tutorial, while the other group did not receive such instruction. Both groups then received instruction in a word processing program for use in writing. Results revealed no significant differences between the two groups in the length of their compositions, the total number of revisions they made, the types of revisions made, or their attitudes about using the word processor for writing. The results did support the fourth hypothesis, however, as the typing tutorial group showed significant gains in typing speed and accuracy after using word processing under supervision for four months. Limitations of the study are noted and areas for future research are suggested. A list of 24 references is provided, and an outline of categories for coding revisions on compositions is appended. (Author/MES)

ED 286 527 IR 052 132

Boshuizen, Henny P. A.; And Others

On-Line Representation of a Clinical Case and the Development of Expertise.

PUB DATE- Apr 87

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Figures contain small, blurred print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Clinical Diagnosis; *Cognitive Processes; Cognitive Structures; Medical Case Histories; *Medical Evaluation; Medical Students; Models; Physicians; *Problem Solving; *Protocol Analysis

IDENTIFIERS- *Expertise; Illness Scripts

Designed to examine the structural differences in the representation of medical problems in subjects with varying degrees of medical expertise, this study uses an online, thinking-aloud technique to investigate the validity of Feltovich and Barrows' model of expert medical knowledge and illness scripts. Study methodology involved asking one medical expert, two intermediates, and a novice to think aloud while being presented with 48 cards arranged in sequential order that characterized the patient or presented history and physical or lab findings for a clinical case of alcohol-induced pancreatitis. The subjects were also asked to provide a differential diagnosis after viewing all 48 cards. Study results indicate that the model is congruent with the elaborate, interrelated structure of the expert subject's case representation, which contained no basic science propositions, but not with the novice and intermediate protocols, which did utilize basic scientific knowledge. It is concluded that these findings affirm the proposition of a direct relationship between characteristics of the knowledge structure and the accuracy of the outcome of the problem-solving process, and it is suggested that an addition to the model is needed to describe how knowledge is activated and applied at different levels of medical expertise. The text is supplemented with 2 figures, and 15 references are provided. (KM)

ED 286 625 PS 016 826

Partnerships for Day Care: Final Report of the Governor's Day Care Partnership Initiative.

Massachusetts Governor's Office, Boston.

PUB DATE- Jun 87

NOTE- 89p.; Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Involvement; *Day Care; Early Childhood Education; *Educational Quality; Government Role; *Program Development; Public Schools; *State Action; *State Aid; State Programs; Training; Wages

IDENTIFIERS- *Massachusetts; Resource and Referral Service; State Regulation

The four sections of this final report, which follow the initial executive summary, present outcomes of Massachusetts' 2-year effort to strengthen and expand high quality, affordable day care services. Section I focuses on the supply of and demand for day care services in the state. Section II explores aspects of public and private partnerships, ways cities and towns can support day care, the role of public schools in providing day care, the Commonwealth as employer, and the establishment of child care resource and referral agencies. Section III discusses resource and referral services for parents and providers, state training initiatives, improved wages for day care workers, staff qualifications and day care center regulations, the process of improving health awareness in day care, the strengthening of family day care, regulations for school-age child care, and liability insurance. Section IV concerns the cost of high quality care, the central role of child care in the success of the Employment and Training CHOICES program for recipients of public aid, subsidized day care for working families, and aspects of the development of new partnerships for affordable day care. Related materials, including lists of individuals involved in the initiative, diagrams of the state government's role in day care in 1987, and a table indicating state spending for day care from 1985 through 1987, are appended. (RH)

Lawton, Joseph T.; Fowell, Nancy
A Description of Teacher and Child Language in Two Preschool Programs.
PUB DATE- Apr 87
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Classroom Communication; Classroom Research; Communication Research; *Communication Skills; Comparative Analysis; Comprehension; Learning Theories; *Oral Language; Piagetian Theory; Preschool Children; Preschool Education; *Preschool Teachers; Questioning Techniques; Teacher Student Relationship; Videotape Recordings
IDENTIFIERS- Ausubel (David P); Teacher Language; *Theoretical Orientation

This descriptive study compared language used by teachers and children in Ausubelian and Piagetian preschool programs during small group instruction and related learning activities. Instruction in the Ausubelian program (AP) was based on Ausubel's subsumption theory of learning while that in the Piagetian program (PP) was based on Piaget's theory of development. During one school year, 44 small group sessions were videotaped. Videotapes were coded for speaker, listener, category of utterances, reference to process or content, general or specific informational content, and correctly performed operations. Compared to teachers in the AP, teachers in the PP used questions more frequently than statements. Both groups of teachers more frequently used closed rather than open-ended questions. AP teachers and children referred more frequently than their counterparts in the PP to process rather than content. Children in the AP more frequently verbalized correctly performed mental operations than did children in the PP. Teachers in the PP employed consistent verbal strategies across tasks, whereas AP teachers varied their use of language by task. Comparison of results to findings of a concurrent study of children's improved understanding of logical concepts following instruction indicated that children in the AP performed significantly better than those in the PP. This appears to be an effect of the more frequent use of process language by teachers and children in the AP. (Author/RH)

ED 286 670 RC 016 387

Celebrations: American Camping Association Annual Report 1986.
American Camping Association, Martinsville, Ind.
PUB DATE- 86
NOTE- 17p.; For the 1985 report, see ED 262 945.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Awards; *Camping; Child Abuse; Environmental Education; Federal Legislation; Fund Raising; Group Membership; Insurance; Legal Responsibility; Lobbying; *Organizational Effectiveness; *Organizational Objectives; Outdoor Education; Private Financial Support; Publications; *Public Relations; Resident Camp Programs; Standards
IDENTIFIERS- *American Camping Association; *Financial Reports

The 1986 American Camping Association (ACA) annual report reviews the year's achievements and outlines goals for the future. An introductory message from ACA President Jean McMullan notes successful fund raising to improve the association's national headquarters, passage of federal legislation exempting camps from paying federal unemployment compensation taxes on student employees, and 5% growth in ACA membership over the past 2 years. Liability insurance and child abuse issues are listed as problem areas. Association achievements include continued revision and wide use of ACA camp standards, certification of 2,172 individuals in various levels of the Outdoor Living Skills program, and publication of two new books. A summary of government relations activities discusses the association's work on liability insurance, use of public lands, the Take Pride in America theme developed by Secretary of the Interior Donald Hodel, and programs which provide camping opportunities for youngsters from low income homes. The 1986 fiscal year financial statement is presented and introduced by the news that, for the first time, the association has a total worth in excess of $649,000, a balance sheet over $2 million, and contributions totaling $408,576. Contributors, life members, Acorn Society members, and national board, committee, and staff members are listed. (JHZ)

ED 286 737 SE 048 575

Fleming, Reg
Technological Literacy. A Common Essential Learning for Saskatchewan Students.
Saskatchewan Univ., Saskatoon. Dept. of Curriculum Studies.
SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
PUB DATE- Jul 87
NOTE- 68p.; Study completed for the Core Curriculum Investigation Project.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; *Foreign Countries; Health; *Interdisciplinary Approach; Language Arts; Mathematics Education; *Science and Society; Science Education; Secondary School Mathematics; Secondary School Science; *Social Studies; *State Departments of Education; *Technological Literacy
IDENTIFIERS- Canada; *Saskatchewan

In 1986, after a thorough review of educational goals for Saskatchewan (Canada) schools, the Saskatchewan Department of Education published its findings and recommendations. A key recommendation was to incorporate six "common essential learnings" categories into all courses of study offered in Saskatchewan schools. One of these six categories, that of "technological literacy," is the focus of this paper. Within the text of the paper a number of variables influencing the achievement of this goal are addressed, including: (1) a meaning for literacy; (2) a meaning for technology; (3) technological literacy; (4) technology and science (including discussions on contemporary views of science and technology, and research and development); (5) technology and social change; (6) technological literacy and decision making; (7) technological literacy and the computer; and (8) technological literacy and other curricular frameworks. General conclusions and recommendations are also presented, including specific recommendations on the incorporation of technology into language arts, social studies, science, mathematics, and health. Included in the appendix is a scope and sequence chart which cross-references various technological themes into elementary, middle, and high school settings. (TW)

ED 286 752 SE 048 592

Kissock, Craig, Ed.
Mathematics: Videotapes for Inservice Training for Active Learning. VITAL Series.
Minnesota Univ., Morris.
SPONS. AGENCY- Minnesota Higher Education Coordinating Board, St. Paul.
PUB DATE- Jul 86
NOTE- 43p.; For a related document, see SE 048 591.
AVAILABLE FROM- Mr. Craig Kissock, Chair, Division of Education, University of Minnesota, Morris, MN 56267 ($180.00 includes 12 videotape lessons, 10 handbooks).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Educational Objectives; Elementary Education; *Elementary School Mathematics; Geometry; *Inservice Teacher Education; *Mathematics Instruction; Number Concepts; *Preservice Teacher Education; Problem Solving; Videotape Recordings
IDENTIFIERS- *Project VITAL

This handbook, and the VITAL Mathematics Series videotapes, contain 12 lessons that model effective use of active learning strategies in elementary mathematics instruction. The lessons are designed for preservice and inservice teacher development programs through courses or individual study. The videotapes that are available separately demonstrate the use of a variety of instructional materials and present alternative means to achieve teaching objectives. Each lesson has the following organization: (1) introduction to the activity; (2) background to the lesson; (3) questions to guide the study of the lesson; (4) further suggestions; (5) materials needed for the lesson; and (6) reference materials. (RH)

ED 286 367 FL 016 912

Wilkinson, Robert

What Variability Can Reveal: Translating into the Foreign Language.

PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Objectives; *Dutch; *English (Second Language); Foreign Countries; *Individual Differences; Interpreters; *Language Processing; Language Tests; Performance Factors; Postsecondary Education; Research Design; Second Language Instruction; *Translation; Word Frequency
IDENTIFIERS- Error Correction (Language); *Modals (Verbs)

A study was undertaken to determine the feasibility of research on individual variation in translation performance. Three translations produced by 20 students in their second year of an advanced English translation program at the Dutch State School of Translation, were analyzed for variability in the translation of Dutch modal verbs. It was proposed that the student's ability to resolve the difficulties of translating those forms would be a good predictor of his or her overall performance. It was found that while students do vary in their ability to produce acceptable translations, there are also many other factors that may interfere with analysis, such as differences in context, frequency of modal occurrence in texts, and the presence of other translation problems. Further research on the quantification of variability is recommended, and a heuristic rather than prescriptive approach to translation instruction is also proposed. (MSE)

ED 286 383 FL 016 933

Joseph, Brian D., Ed.; Zwicky, Arnold M., Ed.
Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). University of Cape Town School of Librarianship Continuing Education Series Number 1.
Ohio State Univ., Columbus. Dept. of Linguistics.
PUB DATE- May 87
NOTE- 222p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - General (020)
DESCRIPTORS- Adverbs; Bulgarian; Child Language; Code Switching (Language); Contrastive Linguistics; Diachronic Linguistics; Dialects; English; *Form Classes (Languages); *Grammar; Greek; Japanese; *Linguistic Theory; Literature Appreciation; *Morphology (Languages); Phonemes; Phonology; Pronouns; Slovenian; Structural Analysis (Linguistics); Suprasegmentals; *Syntax; *Uncommonly Taught Languages; Writing (Composition)
IDENTIFIERS- Breton; Language Contact; Markedness; War and Peace

A collection of essays marking the retirement of Ilse Lehiste, chair of the Department of Linguistics at Ohio State University (1967-71 and 1985-87) includes the following contributions by her colleagues: "On Incomplete Mutations in Breton"; "Perceived P-Center Location in English and Japanese"; "Ordering Paradoxes and Lexical Phonology"; "The Slovenian Orphan Accusative, Component Interfaces, and Covert Grammatical Categories"; "Parameters and Markedness in the Acquisition of Syntax"; "Notes toward a Semantic Simulation of a Fragment of Child Language"; "Some Literary Manifestations of Language Contact"; "'Concessive' as a Discourse Relation in Expository Written English"; "Adverbs, Polysemy, and Compositional Semantics"; "Lake Miwok Naturalization of Borrowed Phonemes"; "What Is 'Karaka'? A Probe into Panini's Analytical Procedure"; "Codeswitching in 'War and Peace'"; "A Greek-Bulgarian Mischsprache in the Rhodope?"; "Feminism in Morphology"; "Paragraph Perception by Seven Groups of Readers"; "Pronouns and People: Some Preliminary Evidence That the Accessibility of Antecedents in Processing Can Vary with Clause Relation and Biology"; "Some Implications of Issues in Social Dialectology for Linguistic Reconstruction"; "The Phonological Domains of Final Lengthening"; "On Situation Adverbs"; "On the Phrasing of Coordinate Compound Structures"; "Closure Duration in the Classification of Stops: A Statistical Analysis"; and "Silent Features and Syntactic Analysis." (MSE)

ED 286 396 HE 020 634

Origins and Outcomes: An Essay on the History of Student Aid in California. The Eureka Project: A Review of Student Financial Aid in California.

Eureka Project, Sacramento, CA.

SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Weingart Foundation, Los Angeles, CA.

PUB DATE- May 87

NOTE- 48p.; Also sponsored by grants by James G. Irvine and Haynes Foundations.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational History; Federal Aid; Federal Legislation; Federal Programs; *Federal State Relationship; *Financial Policy; Grants; Higher Education; Need Analysis (Student Financial Aid); Political Influences; Population Trends; Scholarships; School Demography; *State Aid; *Student Financial Aid

IDENTIFIERS- *California

The history of student aid policies in California is reviewed by the Eureka Project to help guide policy formation and review developments that have accounted for past consensus about the state's role in providing student aid. Attention is directed to: the demographic facts that have made student aid important to California; the evolution of concepts of student aid from its origins as a very small enterprise; the political and policy history of the major initiatives and trends in California's grant programs; and efforts to coordinate the increasing number of programs, especially state and federal ones. Topics reviewed in this document include: California population trends, older students and continuing education, social mobility and ethnic minorities, the concept of financial need, items in the student's budget, student resources, free tuition policy, high tuition costs at private colleges, aid before World War II, the GI Bill, prosperity and its aftermath, the origins of need analysis and its use in California, student aid packaging, the origins of the Basic Grant idea, the California State Scholarship Program, the College Opportunity Grant Program, achievement of ethnic diversity, the National Defense Education Act, and the Higher Education Act of 1965 and the 1972 Amendments. (SW)

Lewin, Marion Ein; And Others
The Robert Wood Johnson Foundation Special Report Number One. The Foundation's Minority Medical Training Programs.
Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 87
NOTE- 25p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Robert Wood Johnson Foundation, P.O. Box 2316, Princeton, NJ 08543-2316.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Ability; Academic Persistence; *Access to Education; American Indians; Black Colleges; *Black Students; College Admission; *College Applicants; College Entrance Examinations; Health Services; Higher Education; Hispanic Americans; *Medical Education; Mentors; *Minority Groups; *Philanthropic Foundations; Skill Development; Student Financial Aid; Student Recruitment; Trend Analysis
IDENTIFIERS- Medical College Admission Test; *Robert Wood Johnson Foundation

Trends in minority representation in health professions and efforts to expand opportunity are discussed, and information on minority medical training programs of the Robert Wood Johnson Foundation is provided. During the mid-1960s to mid-1970s, public and private sector programs promoted minority recruitment, admissions, and retention policies for medical schools. From the mid-1970s onward, there has been a loss of momentum in efforts to increase ethnic diversity among medical students. Ways to increase the qualifications and size of the minority applicant pool for medical schools for the 1990s are addressed, including: improving academic skills and scores on the Medical College Admission Test, identifying potential physicians, providing role models and mentors, and providing financial aid. Training provided to blacks by the historically black colleges and medical schools is considered, along with the provision of health care to minorities. Types of programs funded by the Robert Wood Johnson Foundation are identified, as are the minority or nonminority disadvantaged groups served and participating schools for each program. Case studies of four minority individuals are presented, along with information on minorities in law and engineering. (SW)

ED 286 453 HE 020 772

Memorandum of Understanding between University of California and University Council, American Federation of Teachers, Non-Senate Instructional Unit, July 1 1986-June 30, 1988.

American Federation of Teachers, Washington, D.C.; California Univ. System.

PUB DATE- 86
NOTE- 90p.; Document contains small, light print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Released Time; *State Universities; Summer Schools; Teacher Discipline; Teacher Responsibility; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; Faculty Reappointment; Faculty Reassignment; Personnel Files; Union Rights; *University of California

The collective bargaining agreement between University of California and University Council, American Federation of Teachers, Non-Senate Instructional Unit, for the period covering July 1, 1986-June 30, 1988, is presented. Items covered in the agreement include: unit recognition; academic freedom; academic responsibility; nondiscrimination; nonlecturer unit members; academic year and 9-month appointment; appointment; instructional support; professional meetings and programs; personnel files; benefits; retirement; leaves; per diem; holidays; moving expenses; medical separation; layoff, reduction in time, and reemployment; resignation; reassignment; rehabilitation; salary; merit; summer session; instructional workload; union rights; released time; payroll deductions; management rights; academic calendars; discipline and dismissal; sexual harassment; grievance procedure; arbitration; and no strike provision. Appendices include: a directory of benefit representatives for University of California campuses; a summary of benefits, retirement plans, and leaves; 1985-1986 salary tables; and a campus directory of sexual harassment complaint resolution officers. (SW)

ED 286 481 IR 012 814

Bleimschein, Sue, Ed.
Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). Continuing Education Series Number 1.
Cape Town Univ. (South Africa). School of Librarianship.
REPORT NO.- ISBN-0-7992-1041-2
PUB DATE- 86
NOTE- 164p.
AVAILABLE FROM- School of Librarianship, University of Cape Town, Private Bay, Rowdebosch, Cape Town 7700, South Africa (SAR 15-00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; *Databases; Indexing; Information Centers; *Information Networks; Information Retrieval; *Information Systems; *Information Technology; *Library Automation; Telecommunications; Workshops

Sixteen papers from a workshop on computer applications sponsored by the University of Cape Town (South Africa) School of Librarianship are presented in this volume: (1) "Introduction to the Use of Information Technology" (Sue Bleimschein); (2) "Searching Remote Databases" (Steve Rossouw); (3) "SABINET South African Bibliographic and Information Network : Description and Development: A Brief Overview" (Ilse van Niekerk); (4) "Introduction to Integrated Library Systems" (Margaret Lodder); (5) "Overview of an Integrated Library System: URICA" (Kerry Stephenson); (6) "Serials Control: EBSCO" (W. Philip van Zwam); (7) "Introduction to Software Packages" (Margaret Lodder); (8) "Building Your Own Database" (Yvonne Blomkamp); (9) "Indexing Techniques in Database Systems" (Johan van Wyk); (10) "Applications of Telecommunications and Networking" (Sue Bleimschein); (11) "SAPONET: Description and Development" (Americo da Silva); (12) "Local Area Networks" (Pieter S. Kritzinger); (13) "Choosing a Computerized System" (Margaret Lodder); (14) "Requirements Specifications for Library Systems" (Margaret Lodder); (15) "Implementation of a Computerized System" (Kerry Stephenson); and (16) "Strategy for Development: A Personal Account" (Marlene Sachs). A summary of the welcoming address by Deon Kesting and the text of closing comments by Gretchen Smith are included as well as a list of participants, a list of vendors, a workshop program, a 50-item bibliography, and a glossary. (MES)

ED 286 498 IR 012 855

Gannon, John F.
The Increasing Effects of Computers on Education.
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Artificial Intelligence; *Cognitive Psychology; *Computer Assisted Instruction; Computer Networks; Costs; Higher Education; *Instructional Innovation; *Learning Processes; Microcomputers

Predicting that the teaching-learning process in American higher education is about to change drastically because of continuing innovations in computer-assisted technology, this paper argues that this change will be driven by inexpensive but powerful computer technology, and that it will manifest itself by reducing the traditional timing of passage through the levels of the cognitive domain. Changes already taking place are reviewed, beginning with the use of the calculator rather than the slide rule. The impact of computer-assisted technology on the learning/teaching process is then discussed in terms of the cognitive levels specified by Bloom, including knowledge and comprehension, application, analysis, synthesis, and evaluation. Examples are given for each level. Other topics discussed include problems at the application level; costs; factors involved in the selection of the most appropriate computer systems; copyright protection; data protection; the impact of large, well cross-referenced databases and expert systems on scholarship; local area and other types of networking; and such administrative issues as change of traditional semester times, new disciplines, and changes in testing to reflect the new emphasis on synthesis, analysis, and evaluation that will be made possible by the use of computers in instruction. (RP)

Large, J. A.
A Modular Curriculum in Information Studies.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-87/WS/5
PUB DATE- Apr 87
NOTE- 97p.; Some pages contain light type.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Core Curriculum; *Course Content; *Course Objectives; Curriculum Guides; Elective Courses; Foreign Countries; Higher Education; *Information Science; Information Services; Information Systems; Information Technology; *Library Education; Library Science
IDENTIFIERS- *Information Studies; UNESCO

Prepared under a contract between UNESCO and IFLA (the International Federation of Library Associations), this modular curriculum is intended as a resource from which curricula can be constructed by individual departments of information studies to meet local needs and circumstances. Following an introductory discussion and explanation of the modules, outlines of 12 core modules are presented: (1) information in its social and communications context; (2) information users; (3) quantitative methods; (4) research methods; (5) information sources; (6) information storage and retrieval systems; (7) information services; (8) electronic data processing; (9) application of information technology; (10) telecommunications and networking in information systems; (11) management of information systems and services; and (12) economics and marketing of information. Outlines are also provided for eight elective modules: (1) design of computer-assisted information systems; (2) sectoral/subject-oriented information sources and systems; (3) planning and design of buildings and facilities for information centers and libraries; (4) online searching; (5) health and welfare library and information services; (6) agricultural library and information services; (7) audiovisual studies; and (8) printing, bookbinding and conservation. Titles of other possible elective modules are also provided, as well as objectives, content, teaching methods, comments, and a brief bibliography for each module. An abbreviated curriculum, a specialized curriculum in information technology, and a selective list of journals are appended. (KM)

ED 286 567 JC 870 443

Glock, Nancy Clover

Course Standards Handbook.

California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jul 87
NOTE- 254p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Community Colleges; Compliance (Legal); *Credit Courses; Critical Thinking; Educational Legislation; English (Second Language); *State Legislation; *State Standards; Statewide Planning; Student Evaluation; Two Year Colleges
IDENTIFIERS- *California

This handbook is designed to facilitate the process of course classification in California community college districts under the revisions to the California Administrative Code, Title 5. Section 1 explains the purpose of the handbook and gives background on its development, the authority of the Chancellor's Office with respect to the approval of credit courses, and the process and forms to be used to certify the procedures currently being used at the districts to approve courses. Section 2 presents and explains Title 5 revisions in the areas of academic standards, repeatability of courses, disabled students, and minimum standards. Section 3 offers background on the Board of Governors' policies regarding the strengthening of academic standards and the reconciliation of civil rights and academic reform. Using a question-and-answer format, section 4 attempts to impart the clearest understanding of the regulations in such areas as course outlines, critical thinking, co- and pre-requisites, and non-degree credit versus noncredit. Sections 5 and 6 present model procedures and relevant forms for classifying courses for credit. Section 7 discusses issues related to student assessment; section 8 presents an article on public policy and educational reforms in the areas of "college-level" and "critical thinking"; and section 9 offers supplemental criteria for the classification of English as a Second Language Courses. Finally, section 10 offers guidance on the preparation of course outlines. (AYC)

ED 286 596 PS 016 777

Brown, Terrance
Values and Affectivity from a Piagetian Point of View.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 28 May 87
NOTE- 66p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987).
GRANT- NIMH-5-T32-MH-14668-10
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affective Behavior; Biology; *Cognitive Processes; Decision Making; *Emotional Experience; *Evaluation; *Evolution; Models; *Piagetian Theory; Problem Solving; *Values
IDENTIFIERS- Cellerier (Guy); Constructivism; Constructivist Thinking; *Functional Properties; History of Science; Pugh (George E); Scherer (Klaus R); Theoretical Analysis; Theory Development

This paper, which analyzes the evaluative aspect of affectivity, argues that the functional internalization of organic evolution for the formation of the intellectual system of human beings required that some means of selecting behavioral variations be devised, and that the selective mechanism devised was the affective system. From this perspective, it becomes possible to relate Pugh's (1977) conception of value-driven decision systems and his account of affective mechanisms to Cellerier's (1979a, 1979b) analysis of pragmatic and epistemic transformations. Tenuous as the resulting model may be, it gives a picture more complete than other models of the role affective evaluations play in adapting action and in constructing knowledge. In a preliminary way, the model also allows the bringing together of empirical data on problem solving, on decision making, and on the evolution of scientific thought. Further study is needed to determine whether these beginnings can mature into a full-blown theory in which other aspects of affectivity will be included. (RH)

ED 286 611 PS 016 803

Trautner, Hanns Martin
Selected Results of a Cross-Sectional/Longitudinal Research on Sex-Role Development in German Children.
Munster Univ. (West Germany). Psychologisches Inst.
SPONS. AGENCY- Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany).
PUB DATE- 85
NOTE- 49p.; Paper based on a talk presented at the Educational Testing Service (Princeton, NJ, April 1985), and at Temple University (Philadelphia, PA, April 1985). Appended figures contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Children; *Cognitive Ability; Cross Sectional Studies; Foreign Countries; *Individual Development; Longitudinal Studies; Play; *Sex Role; *Sex Stereotypes
IDENTIFIERS- Gender Constancy; Preference Patterns; *West Germany

Following an outline of the theoretical approach and method of a study of components of sex role development among German children, results which concern ontogenetic changes in sex role stereotypes preferences are presented. In addition, interrelations of different components of sex role development and cognitive variables are analyzed. The selected results are based on cross-sectional data from 323 boys and girls between 4 and 10.5 years of age, and on longitudinal data from 178 boys and girls of the same age range who, over 2 years, had been tested 3 times. Findings indicated that, while a general developmental pattern of sex role stereotyping could be found that was related to cognitive development, sex role preferences emerged primarily as differential variables, which were not closely related to cognitive maturity. Results further indicated that (1) sex role development in children does not simply mirror the sex role differentiation of the social environment, but rather transforms it according to cognitive abilities; (2) the relationship between cognitive development and sex role development changes with age and is complex; and (3) advanced sex role development may exhibit an increase or a decrease in sex typing depending on developmental characteristics and age. Thirteen figures, as well as references and tables, are appended. (Author/RH)

ED 286 722 SE 048 560

Summerlin, Lee R.; Ealy, James L., Jr.

Chemical Demonstrations: A Sourcebook for Teachers. Volume 1.

American Chemical Society, Washington, D.C.
REPORT NO.- ISBN-0-8412-0923-5
PUB DATE- 85
NOTE- 186p.; For Volume 2, see SE 048 561.
AVAILABLE FROM- American Chemical Society, 1155 Sixteenth St., NW, Washington, DC 20036 ($19.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Atomic Theory; Chemical Equilibrium; *Chemical Reactions; *Chemistry; *College Science; *Demonstrations (Educational); Energy; Higher Education; Kinetics; Oxidation; *Science Activities; Science Education; Science Instruction; Secondary Education; *Secondary School Science

This book contains 108 classroom demonstrations intended to be used with any introductory chemistry program. These demonstrations were selected in an effort to provide simple, safe, effective and enjoyable experiences for the class. In addition, they are intended to be used to introduce many of the major concepts in chemistry. The demonstrations involve color changes, gas evolution, precipitate formation, smoke, fire, and other obvious or dramatic chemical changes. The guide is organized into 11 major sections including: (1) properties of atoms; (2) gases; (3) solubility and solutions; (4) acids and bases; (5) energy changes; (6) equilibrium; (7) kinetics; (8) oxidation-reduction; (9) electrochemistry; (10) smoke, fire, and explosions; and (11) other chemical reactions. Appendices include an equipment and reagent list and detailed safety and disposal instructions. (TW)

Andrews, Hans A.
A "Student-Based" Catalog and Career Decision Guide.
Illinois Valley Community Coll., Oglesby.
PUB DATE- 87
NOTE- 219p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Guidance; College Programs; Community Colleges; *Occupational Information; Personality Measures; *School Catalogs; Two Year Colleges; *Vocational Interests

This document consists of a unique college catalog and an introductory paper explaining its rationale. The college catalog at Illinois Valley Community College (IVCC) is designed to assist potential students of all ages in career decision making as well as to provide a guide to IVCC's degree and certificate programs. It is written at a level high school students, parents, and others can read and understand, placing more emphasis on information that would be needed by students prior to enrollment than on materials needed after enrollment has taken place. The guide is coded to correspond to two nationally respected interest inventories: the Holland Self-Directed Search and the Strong-Campbell Vocational Interest Inventory. The personality codes in Holland's classification (i.e., realistic, investigative, social, conventional, enterprising, and artistic) have been matched up with six curriculum choices. Similarly, completion of career interest inventories provide for an immediate match-up with the college catalog's "Career Planning Information Section." For each curriculum offered at IVCC, the catalog provides career information on nature of the work, employment outlook, training and other qualifications needed, career leads, hiring institutions, and suggested high school subjects. Counselors have responded positively to the catalog. The "Catalog and Career Decision Guide" for 1987-88/1988-89 is provided. (AYC)

Student Assessment: Literacy. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 3p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Testing; Grammar; *Knowledge Level; Language Skills; *Literacy; Punctuation; *Reading Comprehension; Two Year Colleges; *Two Year College Students; *Writing Skills
IDENTIFIERS- *Center for the Study of Community Colleges CA; ERIC Digests; *General Academic Assessment

In an effort to assess community college students' knowledge of the liberal arts, the Center for the Study of Community Colleges developed and field-tested a student survey and General Academic Assessment (GAA) instrument. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores were cross tabulated by selected student characteristic variables (e.g., age, ethnicity, native language, and reason for attending college) and selected educational background variables (e.g., the number of college units already completed by the student, and the number of English courses the student had taken prior to the GAA test). On the literacy section of the GAA, which assessed student ability in English grammar, punctuation, and reading ability, older students scored slightly higher than younger students. Not surpisingly, native language seemed an important factor in a student's ability to use English. Students attending college to satisfy personal interest scored higher on the literacy section than those intending to transfer or receiving occupational training. There appeared to be a positive correlation between the number of semester hours completed and scores on the literacy section of the GAA. A positive correlation was revealed between the number of English courses taken and the students' GAA literacy scores. (EJV)

ED 286 582 PS 016 580

Lightfoot, Cynthia
Interpreting Contradictory Communications.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Age Differences; Children; Cognitive Development; *Cognitive Processes; *Facial Expressions; Nonverbal Communication; Preschool Children; Social Cognition; *Verbal Communication
IDENTIFIERS- Context Effect; *Contradictions

Preschool children, elementary school students, and adults participated in a study that examined various processes used to interpret contradictory communications. A screening test determined that all subjects were capable of discriminating between contradictory and congruent communications. Subjects were presented with contradictory verbal-facial messages in contextually impoverished and enriched conditions. Research in the area of ambiguous communications has suggested that preschoolers assume a one-to-one correspondence between the contents of a message and its meaning, and would therefore interpret contradictory communications by negating the contents of the verbal or facial cues. Older subjects, in contrast, were expected to interpret the communications by using available contextual information to validate the meaning of both verbal and facial message components. Thus, interpretations were expected to vary as a joint function of the subject's cognitive-developmental understanding of communication and the context in which specific communications were embedded. Findings confirmed these hypotheses. (Author/RH)

Cherry, Florence
Caring for Young Children: Teen Notebook.
State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
PUB DATE- 82
NOTE- 76p.; Printed on colored paper. For the leader materials accompanying this notebook, see PS 016 849.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; *Child Caregivers; Classroom Observation Techniques; *Day Care; Discipline; Early Childhood Education; Individual Development; Instructional Development; Instructional Materials; Learning Activities; Teamwork; *Training

Specially designed for teenagers, this experience-based training program of five units provides information about working with young children and is the learner's counterpart of a separate set of materials designed for leaders working with the teens. Units of instruction concern working in a team, observing the world of the child, facilitating the development of preschool children, disciplining young children, and planning activities for young children. Units are formatted so that learners can use them to develop their skills by answering questions, assessing the safety of a center, making a record of observations of children, planning activities, analyzing teaching behavior, and keeping a personal journal. Each of the five units of instruction includes an activity based on an instructional film. (RH)

ED 286 683 RC 016 403

Altschuld, James W.; And Others

Facilitator's Guide to Staff Training for the Rural America Series. Module XI: Community Perspectives. Research and Development Series No. 149L.

Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 34p.; For related documents, see ED 142 765 (the related handbook), ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Choice; *Career Education; Change Strategies; Community Attitudes; Cooperative Programs; Elementary Secondary Education; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; Postsecondary Education; Program Guides; Role Perception; *Rural Schools; Small Schools; Staff Development; Stereotypes
IDENTIFIERS- *Facilitators; *Rural America Series

This module attempts to put participants into contact with the limited or stereotyped manner in which most of us view our world. By doing so, it sets the stage for examining ways to bring parents, employers, and school staff to an expanded world view, particularly as that view encourages wider career opportunities for youth. Training in developing such techniques will help counselors and educators to plan and implement programs of career guidance in rural and small schools and communities, resulting in broader career options for students. The module is based on the handbook "Rural Community Perspectives toward Career Development." The concept of perception set (seeing things in a certain way based on one's experiences) is used to introduce this module. A discussion about stereotypic thinking and the effects that it can have upon students' career development follows. Participants engage in brainstorming to identify potential strategies for changing stereotypic thinking and actively participate in the consensus-building exercise. (NEC)

ED 286 696 RC 016 423

The Hispanic Population in the United States: March 1986 and 1987 (Advance Report).
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Aug 87
NOTE- 17p.; For related document, see ED 266 224.
AVAILABLE FROM- Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Census Figures; Cubans; *Demography; Economic Status; Educational Attainment; Employment Patterns; Ethnic Groups; *Family Characteristics; *Hispanic Americans; Mexican Americans; Population Growth; *Population Trends; Poverty; Puerto Ricans; Research Methodology; Sampling; Sex Differences; *Socioeconomic Status; Undocumented Immigrants; Unemployment
IDENTIFIERS- Current Population Survey

Information collected by the Bureau of the Census in the March 1986 and 1987 supplements to the Current Population Survey (CPS) shows changes in selected demographic, social, and economic characteristics of the Hispanic population of the United States since 1982. The Hispanic civilian noninstitutional population increased by 4.3 million (or 30%) from 1980 to 1987. Educational attainment of Hispanics improved since 1982, but lags behind that of non-Hispanics. Hispanic men and women continue to earn less than non-Hispanics. Hispanic families continue to have less total money income than non-Hispanic families. The poverty rate of Spanish-origin families in 1986 was almost three times as high as that of non-Hispanic families. The poverty rate for Hispanic families has not changed significantly between 1981 and 1986, but because of population growth, the number of Hispanic families below the poverty level in 1986 was 24% higher than that in 1981. This report provides brief explanations and specific numbers regarding population change and composition, educational attainment, type of family, unemployment rates, median earnings of persons, income of families, and poverty. The eight data tables include social and economic characteristics by type of Hispanic origin. Technical notes discuss estimating procedures and reliability of the estimates. (JHZ)

ED 286 708 SE 047 894

Garden, Robert A.
Second IEA Mathematics Study. Sampling Report.
International Association for the Evaluation of Educational Achievement, Wellington (New Zealand).; New Zealand Dept. of Education, Wellington.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-333
PUB DATE- Mar 87
NOTE- 229p.
CONTRACT- 300-83-0212
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Data Analysis; Educational Assessment; *Guidelines; *International Studies; *Mathematics Achievement; Mathematics Curriculum; Mathematics Instruction; *Research Methodology; *Sampling; Secondary Education; *Secondary School Mathematics; Surveys; Testing
IDENTIFIERS- *Second International Mathematics Study

This report provides users of data from the Second International Mathematics Study with a summary of the survey procedures used by participating countries. The introductory chapter includes definitions, cross-sectional and longitudinal components, and recommended sampling procedures. Chapter 2 presents national population definitions and sampling procedures for the 20 countries surveying Population A (grade 8), while chapter 3 presents corresponding information for the 15 countries surveying Population B (grade 12). Response rates for each population are considered in chapters 4 and 5 and representativeness of the sample is the focus in chapters 6 and 7. The distribution of rotated forms is described in chapter 8, weighting in chapter 9, sampling errors in chapter 10, and non-sampling errors in chapter 11. A brief conclusion is included as chapter 12. Appendices present achieved sampling fractions and the text of the sampling manual. (MNS)

ED 286 753 SE 048 593

Post, Thomas R., Ed.
Teaching Mathematics in Grades K-8. Research Based Methods.
REPORT NO.- ISBN-0-205-11076-2
PUB DATE- 88
NOTE- 485p.
AVAILABLE FROM- Allyn and Bacon, Inc., 7 Wells Ave., Newton, MA 02159 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Algebra; Arithmetic; *Elementary School Mathematics; Elementary Secondary Education; Estimation (Mathematics); Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Problem Solving; Research Utilization; *Secondary School Mathematics; *Teacher Education; *Teaching Methods

This book attempts to integrate many of the major and recent research findings in mathematics education into a practical guide to mathematics teaching. It includes a variety of ideas and activities for the prospective and in-service teacher of elementary and junior high school mathematics. The book contains chapters on: (1) the nature of mathematics learning; (2) planning for mathematics instruction; (3) problem solving; (4) foundational ideas in teaching about measure; (5) arithmetic operations on whole numbers (addition and subtraction); (6) arithmetic operations on whole numbers (addition and division); (7) geometry and visual thinking; (8) estimation; (9) ratios and proportional thinking; (10) developing relationships among mathematics and other subjects (an interdisciplinary approach); (11) teaching rational number and decimal concepts; (12) calculators and computers; (13) moving to algebraic thought; (14) girls, boys, and mathematics; and (15) mathematical evaluation and remediation. (TW)

ED 286 368 FL 016 913

Xu, George Q.
Teaching English to Chinese Students: A Bibliography.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bilingualism; Chinese Americans; Classroom Communication; *Classroom Techniques; Contrastive Linguistics; Cultural Context; Educational History; *English (Second Language); Foreign Countries; Form Classes (Languages); Intercultural Communication; *Language Research; *Linguistic Theory; Psycholinguistics; Second Language Instruction; Second Language Programs; Sociolinguistics; Structural Analysis (Linguistics); Student Needs; *Teaching Methods
IDENTIFIERS- *Chinese People

A bibliography on English language teaching to native Chinese-speakers contains 130 citations of journal articles, books, and other publications on a variety of topics, including language processing, material development, instructional techniques, language teaching and learning research, linguistic theory, cultural context and differences, contrastive language analysis, instructional program design and effectiveness, bilingualism, and English instruction in other countries. ERIC Document Reproduction Service numbers are included with some of the citations. (MSE)

ED 286 425   HE 020 685

The Higher Education Act of 1965 as Amended through P.L. 97-301. Recommendations for Reauthorization.

Indiana Conference on Higher Education, Indianapolis.

PUB DATE- 24 Apr 85
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Buildings; College Libraries; Construction Programs; Continuing Education; *Federal Aid; *Federal Legislation; *Higher Education; International Education; Research Libraries; Student Financial Aid; Teacher Education; Urban Universities
IDENTIFIERS- Fund for Improvement of Postsecondary Education; *Higher Education Act 1965

Recommendations of the Indiana Conference of Higher Education (ICHE) concerning reauthorization of the Higher Education Act of 1965 are presented. Titles I-XI are covered: continuing education programs, college and research library aid, and library training and research, institutional aid, student financial aid, teacher corps and teacher training programs, international education programs, construction/reconstruction/renovation of academic facilities, cooperative education, graduate programs, the Fund for the Improvement of Postsecondary Education, and the Urban Grant University Program. Because access to college is a major concern, the ICHE places highest priority on Title IV, dealing with student aid. Congress is urged to continue Title IV at the current funding level. Since campus facility deterioration and aging are a common issue, the next priority is Title VII, Construction, Reconstruction, and Renovation of Academic Facilities. When the federal government's fiscal condition permits, a focus should be funding to repair college buildings, especially laboratory facilities. Lists of colleges comprising ICHE and task force members are appended. along with the July 15, 1985 issue of the "Congressional Record," which summarizes ICHE's recommendations. (SW)

ED 286 466 IR 012 798

Robinson, Louise; And Others
Let the Computer Introduce Itself to Education Majors.
PUB DATE- Feb 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Computer Literacy; Course Content; Higher Education; Microcomputers; *Preservice Teacher Education; Pretests Posttests; Questionnaires; Student Attitudes

The effectiveness of a computer-assisted system to deliver an introductory course on educational computing to preservice elementary and early childhood teachers was investigated in this study. The 33 subjects enrolled in a one-hour Computer Literacy for Teachers course during the spring semester 1986 at Indiana University of Pennsylvania, worked in pairs and received 15 hours of instruction via an Apple IIc microcomputer. The Minnesota Computer Literacy Awareness Assessment (MCLAA) was used as both a pretest and a posttest to measure both affective items, such as enjoyment, anxiety, efficacy, education, social values, and technical values, and cognitive knowledge of hardware, software, programing, computer applications, and their impact. A 10-item questionnaire about the class was also administered to the subjects after the posttest. Analysis of the MCLAA results showed a significant difference between the mean scores on the pre- and posttests on every component except social values, and there was a substantial change in the affective total, cognitive total, and overall total between the two tests. Responses to the questionnaire were idiosyncratic and did not identify any common areas of concern. All of the students considered themselves computer literate at the end of the course. Statistical analyses are presented in three tables and a list of 10 references is provided. (Author/MES)

ED 286 528 IR 052 133

Hildesheimer, Francoise
The Processing of Architects' Records. A Case-Study: France.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/13
PUB DATE- Mar 87
NOTE- 83p.; Some pages contain small or blurred print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architects; *Architecture; *Archives; Building Plans; Case Studies; *Classification; Developed Nations; Foreign Countries; Government Role; *Information Storage; Maps; *Preservation
IDENTIFIERS- Argentina; *France; *Records Management

By means of close examination of the records created and accumulated by individual architects and architectural firms in France, this Records and Archives Management Programme (RAMP) study is intended to call attention to the basic documentary values of these architectural records and to provide practical guidance to help ensure their preservation until they can be transferred to archival custody. The purpose and scope of the manual are discussed, general archival definitions are provided, and the study is presented in five parts which correspond to the various stages in the life of documents as considered from the standpoint of archives: (1) the project designer/supervisor (prime contractor) and the stages in the preparation of files; (2) the composition of a file, based on an examination of a file on the construction of the Departmental Records Office, Seine-Saint-Denis; (3) appraisal and preservation; (4) classification and finding aids; and (5) physical preservation. A 55-item bibliography of RAMP publications and related documents is provided. In addition, appendices include samples of documentation from several French archives and from the Staatsarchiv Wertheim, a listing (in French) of national and international standards, and a 47-item annotated bibliography, also in French. (KM)

ED 286 626 PS 016 827

Heath, Robert W.; Plett, Jerald
The Identification of Priority Sites for Parent-Child Services.
Working Paper.
Kamehameha Schools/Bernice Pauahi Bishop Estate, Honolulu, HI.
PUB DATE- Sep 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Needs; *High Risk Persons; *Needs Assessment; Preschool Children; *Preschool Education; Research Design; *Site Analysis; Statistical Analysis
IDENTIFIERS- *Hawaii

As part of a plan to raise the educational achievement level of Hawaiian children, a pre-kindergarten educational program will be implemented to serve preschool-age children who have the greatest risk of academic failure. The selection of sites for the program is to be determined by a systematic assessment of needs which will (1) analyze demographic data and test results to identify high priority sites, (2) identify and assess education-related needs within these sites, and (3) identify specific needs of site clientele. This report presents the method by which priority sites were identified. Mean scores on the Peabody Picture Vocabulary Test-Revised and the Developmental Test of Visual-Motor Integration were combined with an indicator of socioeconomic status for each school and the number of Hawaiian children enrolled in kindergarten at each school to create indexes of need. Using these indexes, the elementary school attendance areas were rank-ordered by the largest number of Hawaiian children with the greatest educational need. The information gathered in this procedure is the first step in selecting sites for services. One of the most useful findings of the study was that the statewide need for educationally oriented services is highly concentrated--30 percent of the state's under-5-year-old Hawaiian population is found in the 15 identified schools needing highest priority. (PCB)

ED 286 658 PS 016 894

Leira, Arnlaug
Day Care for Children in Denmark, Norway and Sweden.
Institute for Social Research, Oslo (Norway).
REPORT NO.- ISF-87-5
PUB DATE- May 87
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administration; *Day Care; Early Childhood Education; Family Characteristics; *Financial Support; *Foreign Countries; *Government Role; Models; National Surveys; Preschool Children; *Public Policy; Questionnaires
IDENTIFIERS- Denmark; Norway; *Subsidized Child Care Services; Sweden

Based on information gathered in 1986, this report describes day care in Denmark, Norway, and Sweden. The focus of the report is on structural aspects of day care, including provision, management and finances, and questions concerning supply, demand, and distribution. Part I provides an introduction to the report and discusses the Scandinavian model, central and local governments, public-private mixes, variations in definitions of the preschool years, changing family patterns, access to day care, and supply and demand. Parts II, III, and IV, which report on the individual countries, all contain sections about policy and objectives, day care for preschool children, forms of day care, subsidized family day care, access to day care, and general issues. Day care in Denmark is further discussed in terms of creches, day nurseries, age-integrated day care, recreation centers, and preschool classes. Day care in Norway is further discussed in terms of public day care in centers, officially approved day care in private centers, and unregulated private day care. Day care in Sweden is further discussed in terms of day care centers, and part-time day care. The questionnaire used to gather data is appended. (RH)

ED 286 671 RC 016 389

Hock, W. K.

Using Pesticides Safely. Special Circular 296.

Pennsylvania State Univ., University Park. Coll. of Agriculture.
PUB DATE- Dec 83
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accident Prevention; Agricultural Production; *Agricultural Safety; Clothing; Definitions; Ecological Factors; *Environmental Standards; Federal Legislation; Human Body; Migrant Workers; *Pesticides; Pests; *Poisoning; Public Health; Recordkeeping; *Safety Education; Safety Equipment; State Legislation; Toxicology; Transportation; Wastes
IDENTIFIERS- Labeling (of Objects); Pennsylvania

The use of pesticides is necessary to aid in the production of food, feed and fiber, and is equally important in the control of home garden and household pests, but correct use is critical in preventing injury to persons, animals, and plants. This circular contains information on State of Pennsylvania and federal pesticide laws; different types of pesticides (with definitions); toxicity; routes of entry into the human body (dermal, inhalation, and oral); how to read and interpret the label; pesticide formulations and packaging; protective clothing and safety equipment; how to mix pesticides; safe application, disposal, storage and transportation of pesticides; and what to do if poisoning occurs. Guidelines for keeping records on pesticide use are also included. (JMM)

ED 286 738 SE 048 576

Select Program in Science and Engineering. SPISE and SPISE-EXTENDED. Ninth Annual Report 1986-1987.
City Univ. of New York, N.Y. City Coll.
PUB DATE- Jul 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *Disadvantaged Youth; *Engineering Education; Mathematics Curriculum; Mathematics Education; *Minority Groups; Science and Society; Science Curriculum; Science Education; Scientific Attitudes; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Student Attitudes; *Weekend Programs
IDENTIFIERS- *New York City Board of Education

This report describes the expansion of the Select Program in Science and Engineering (SPISE) to provide participants with a second year experience designed to increase the impact of the program on college and career selection by enabling students to select an area of special interest for study. The target population for SPISE is economically disadvantaged young people. Approximately 90% of the students are Black and Hispanic, with other minorities representing an additional 5% of the enrollment. This document includes: (1) a description of the program; (2) a breakdown of the choices made by SPISE participants; (3) evaluation data on the progress made by SPISE participants in mathematics, and on their changes in attitudes toward both science and mathematics; and (4) budgetary information. (TW)

ED 286 397 HE 020 636

Calvert, Steven L.
Alumni Continuing Education.
American Council on Education, Washington, D.C.; National Univ. Continuing Education Association, Washington, DC.
REPORT NO.- ISBN-0-02-905171-1
PUB DATE- Aug 87
NOTE- 311p.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Programs; *Alumni Education; Case Studies; *College Graduates; *Continuing Education; Continuing Education Centers; Educational History; Financial Support; Higher Education; *Lifelong Learning; *Minicourses; Models; Program Descriptions; Program Development; *Seminars

IDENTIFIERS- Alumni Relations

The role of colleges in providing lifelong education for alumni is considered. The book traces 75 years of alumni continuing education, with special attention to the years between 1956 and 1966, the beginning of the modern alumni continuing education era. Guidelines are offered for organizing and planning an alumni lifelong education program, and model programs appropriate to different college types are described. The types of programs that work best in the 1980s are addressed. Consideration is given to alumni colleges with different formats and schedules, including those that are held on the weekend, midweek, and for a period of one week, and those that focus on single or multiple themes or specific skills. Alumni seminars are also discussed, with attention to formats, schedules, off-campus options, and themes. Additional topics include planning alumni colleges abroad, planning media and special programs, choosing faculty and curriculum, alumni relations, financing programs, marketing and promotion, institutional governance, career and job counseling, and volunteerism. Ways to expand the relationship between adults and universities are explored. A resource list of experienced professionals in alumni continuing education is appended. (SW)

ED 286 440   HE 020 758

Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors, August 1, 1986-July 31, 1988.

American Association of Univ. Professors, Washington, D.C.; Wayne State Univ., Detroit, Mich.

PUB DATE- 86
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Early Retirement; *Employment Practices; Faculty Promotion; Fringe Benefits; Grievance Procedures; Higher Education; Insurance; Job Layoff; Leaves of Absence; Personnel Policy; Sabbatical Leaves; *State Universities; Teacher Retirement; Teacher Salaries; Unions
IDENTIFIERS- *AAUP Contracts; Agency Files; American Association of University Professors; Personnel Files; Tuition Benefit Programs; Union Dues; Union Rights; *Wayne State University MI

The collective bargaining agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors covering the period August 1, 1986-July 31, 1988 is presented. Items covered in the agreement include:

personnel classification, union rights and privileges, administration rights, deduction of union dues and fees, no strike/lockout clause, layoff and recall procedures, salary adjustments and schedules, medical and dental insurance, long-term disability income insurance. life insurance, voluntary early retirement, special retirement incentives, professional leaves, vacations and holidays, paid and unpaid leaves of absence, maternity leaves, fractional-time employees, administration-union meetings, grievance procedure, term appointments, tenure procedures, promotion procedures, review of professional duties, personnel files, research and professional development grants and programs, tuition assistance program, student evaluation of faculty teaching, committees, equal opportunity data, and spring-summer assignments. Correspondence concerning the agreement is appended. (SW)

Collective Bargaining Agreement between Western Montana College Faculty Association (Local 4323, MFT, AFT, AFL-CIO) and the Board of Regents of Higher Education, Montana University System, July 1, 1985-June 30, 1987.

American Federation of Teachers, Washington, D.C.; Montana Univ. System, Helena.

PUB DATE- 85
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Freedom; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Nontenured Faculty; Personnel Policy; Records (Forms); Released Time; Retrenchment; *State Universities; Summer Schools; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; Dues Checkoff; Personnel Files; Union Rights

The collective bargaining agreement between the Board of Regents of Montana University System and Western Montana College Faculty Association, an American Federation of Teachers affiliate, covering the period July 1, 1985-June 30, 1987, is presented. Items covered in the agreement include: unit recognition; dues deduction; dues checkoff; nondiscrimination; academic freedom and responsibility; communications between labor and management; roles of students; association rights and responsibilities; release time; working conditions; class and course assignments; summer session assignments; workload; other employment; personnel files; patent rights and copyright interests; program grants; appointment practices; tenure, promotion, and evaluation; tenure and promotion criteria; termination of nontenured and tenured faculty; resignation; nonrenewal of probationary faculty; retrenchment; hearing procedures; management rights; faculty salaries; fringe benefits; teacher retirement; leaves; and grievance procedure. Two faculty evaluation forms are appended. (SW)

ED 286 482 IR 012 815

Anderson, Paul S.
Distance Education for Teaching Map Use Skills: An Introduction.
PUB DATE- Nov 85
NOTE- 6p.; Paper presented at the Annual Meeting of the North American Cartographic Information Society (Chicago, IL, November 10-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; *Distance Education; Inservice Teacher Education; *Instructional Design; *Map Skills; Postsecondary Education

A proposed distance education course on map use which is designed primarily for American inservice social studies teachers is described in this paper, which begins with a brief overview of the use of distance education for teaching map use skills. A low-budget distance education course that has been taught in Brazil--i.e., Fundamentals for Photointerpretation--is then described, and the objectives of the proposed course are reviewed. Various kinds of course materials that could be used are listed, and a typical exercise sequence is suggested. Geographic scope and operational issues are discussed, and a tentative arrangement for presenting this course in Illinois that was under consideration when this paper was presented is briefly described. Seven references are provided. (MES)

ED 286 499 IR 012 856

Morgan, James M.
Instructional Computers in the Cincinnati Public Schools.
Cincinnati Public Schools, Ohio.
PUB DATE- Nov 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Correlation; Elementary Secondary Education; Institutional Characteristics; *Microcomputers; National Surveys; School Districts; School Surveys
IDENTIFIERS- *Cincinnati Public Schools OH; *Microcomputer Student Ratio

This report discusses the results of a survey sent out to principals to obtain a definitive count of the number of microcomputers and the manufacturer's brand of computer used for instruction in the Cincinnati Public Schools. For the first part of the study, the average number of microcomputers per school at each school level (elementary, middle/junior, and senior high school) in Cincinnati and the number of students per computer were determined. These results were compared with the findings of two national studies of microcomputer usage in school districts conducted by Talmis, Inc., and the Center for Social Organization of Schools at Johns Hopkins University. The second part of the study focused on the relationship of selected school characteristics to both the number of microcomputers per school and the ratio of students to computers at each school. The school characteristics used were: (1) school size as measured by average daily membership; (2) percentage of low income students; (3) percentage of minority students; (4) percentage of alternative students; (5) school attendance; (6) reading and mathematics achievement; and (7) per pupil expenditure. The results of these correlation analyses are provided for both the three school levels and all schools taken together. The results of this study indicate that, although there was an unequal distribution of microcomputers among the schools in the district, the distribution was not strongly related to any of the specific school characteristics examined except school size. A six-item reference list is provided, and a table displaying the data on the number of microcomputers per school by computer model is appended. (RP)

ED 286 597 PS 016 780

Kendall, Robbie M.
Early Childhood Intervention for Economically Disadvantaged Children: The Parent-Infant-Project.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; Early Childhood Education; Economically Disadvantaged; *High Risk Persons; Infants; Intervention; *Parent Child Relationship; Parent Education; Program Descriptions; Program Evaluation; Toddlers
IDENTIFIERS- Developmental Delays; *Early Intervention Programs

The Parent-Infant Project (PIP), an infant stimulation and educational program for children from 0 to 4 years of age, was established to investigate the effects of early intervention programs for infants and toddlers who are at risk for special education services due to developmental delays. The purposes of the project are to (1) identify environmental conditions that exist within families and that may contribute to the child's at-risk status and (2) work with parents in the home in order to help the parents provide experiences which will lead to their children's optimal development. The Parent-Infant Project is a cooperative, multidisciplinary program with a network and linkage system which connects many disciplines and agencies. The project provides periodic assessments of children's growth in the developmental skill areas of cognition, perception, motility, language/communication, self-help, and physical and social behavior. Preliminary findings of research into program effects on 53 participants revealed that 83 percent of the economically disadvantaged infants referred for an evaluation demonstrated developmental delays of 6 months or more in one or more of the developmental skill areas. (RH)

ED 286 612 PS 016 804

Bailey, William T.

Infancy to Age Five: Predicting Fathers' Involvement.

PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987). This investigation was supported in part by a research stipend from the Newcomb College Women's Center, Tulane University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Father Attitudes; *Fathers; Followup Studies; Infants; *Parent Participation; Personality; *Predictor Variables; Psychological Characteristics; *Young Children
IDENTIFIERS- *Behavioral Stability

Four years after a study of paternal involvement among intact, middle-class families with an infant, a follow-up was conducted of 26 of the still intact families to determine the stability of paternal involvement and the psychological predictors of fathers' behavior at the time. Paternal involvement was assessed at both times in terms of care, play, and overall involvement. For purposes of comparison, scores at each time were converted to standard scores. In the first study, parents completed Spence and Helmreich's (1978) PAQ and AWS. Data were analyzed through regressions and repeated measures ANOVAs. Fathers' involvement at the time of the first study was fairly conventional. The average father provided 32 percent of his infant's parenting. On the basis of Radin and Goldsmith's (1985) report, it was anticipated that fathers' involvement would be stable over the period examined, and that fathers would be less involved with daughters than with sons at the time of the second study. The first hypothesis was supported, but no sex of child differences in fathering were found. In the first study, the father's attitude toward women (AWS), but not his personality (PAQ), predicted his caring for the baby. That relationship persisted over time. Fathers' attitudes at the time of the first study were the best predictors of their involvement when the child was five. Implications of the findings and their generality are discussed. (Author/RH)

ED 286 723 SE 048 561

Summerlin, Lee R.; And Others
Chemical Demonstrations: A Sourcebook for Teachers. Volume 2.
American Chemical Society, Washington, D.C.
REPORT NO.- ISBN-0-8412-1170-1
PUB DATE- Jun 87
NOTE- 223p.; For Volume 1, see SE 048 560.
AVAILABLE FROM- American Chemical Society, 1155 Sixteenth St., NW, Washington, DC 20036 ($19.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemical Bonding; Chemical Equilibrium; *Chemical Reactions; *Chemistry; *College Science; *Demonstrations (Educational); Energy; Higher Education; Kinetics; Oxidation;

*Science Activities; Science Education; Science Instruction; Secondary Education; *Secondary School Science

This book contains 112 classroom demonstrations intended to be used with any introductory chemistry program. These demonstrations were selected in an effort to provide simple, safe, effective and enjoyable experiences for the class. In addition, they are intended to be used to introduce many of the major concepts in chemistry. The demonstrations involve color changes, gas evolution, precipitate formation, smoke, fire, and other obvious or dramatic chemical changes. The guide is organized into 11 major sections including: (1) introducing chemistry; (2) physical changes; (3) reactions involving gases; (4) reactions of some elements; (5) transition metals and complex ions; (6) chemical bonding; (7) energy changes; (8) solutions and solubility; (9) kinetics and equilibrium; (10) acids and bases; and (11) oxidation and reduction reactions. Appendices include an equipment and reagent list and detailed safety and disposal instructions. (TW)

Hawkins, Joellen W.; And Others
Reflections on the Status of Women Faculty: Part-Timers in Baccalaureate Nursing Programs.
PUB DATE- 87
NOTE- 20p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Faculty Workload; Full Time Faculty; Higher Education; *Nursing Education; *Part Time Faculty; *Teacher Attitudes; Teacher Employment Benefits; *Teacher Responsibility; Teacher Salaries; *Women Faculty

The use of part-time faculty in baccalaureate nursing programs and the views of part-timers about part-time employment were studies in two phases. The first phase was a descriptive exploration of the use of part-time faculty conducted in 1979 using questionnaires completed by administrative officers. Responses from administrators of 91 institutions represented 36 states and the District of Columbia. Nursing departments reported an average number of 23 full-time and 5 part-time faculty. In the second study phase, conducted in 1983, 515 usable questionnaires were received from a sample of 800 part-time faculty members, who averaged 2.9 years in their present part-time positions. The women in the sample had a mean of 12.5 years experience in the profession. Administrators indicated that they expected a weekly time commitment of 18 hours from part-time faculty and 25 hours from full-timers. More than a quarter of the respondents indicated that they desired a part-time career. It is suggested that these faculty should be eligible for the same pay rate as full-timers and prorated benefits for committee, advising, and other duties. It is concluded that unless the reward system approximates part-timers' responsibilities, there may be serious results for the process and quality of higher education and for the status of women faculty in particular. (SW)

ED 286 513 IR 052 118

Scarborough, Katharine T. A.
The Need for Librarians in California: Report on a Survey of the State's Libraries.
California Library Association, Sacramento.
SPONS. AGENCY- California State Library, Sacramento.

PUB DATE- Apr 87
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Bilingualism; *Employment Opportunities; *Employment Practices; Employment Qualifications; *Librarians; Library Schools; Library Surveys; Minority Groups; Needs Assessment; Personnel Needs; *Public Libraries; Salaries; *Special Libraries
IDENTIFIERS- *California

Prepared as part of the California Library School Recruitment Project funded by the Library Services and Construction Act (LSCA), this report summarizes the current status of professional staffing in California's libraries. Following a brief history of the project and a summary of related research, a discussion of project methodology describes the mailing of separate surveys to the directors of 251 academic, 169 public, and 529 special libraries in California to collect data pertaining to current staff, projected need for librarians, and recent hiring. Survey results from 391 respondents are presented in 18 multi-part tables. It is concluded that: (1) minorities, especially Hispanics and Blacks, are underrepresented in California libraries; (2) in comparison with some other specializations, fewer persons are probably qualified to fill children's librarian positions; (3) there is a need for technical services librarians for public libraries; (4) the ability to speak a second language is an advantage for job seekers; and (5) respondents expect to more than double the number of children's and technical services librarians hired per year. A 23-item bibliography is provided. Appendices include the survey forms; the results of a subsequent, related survey of California library school students; and a map depicting regions used for table breakdowns. (KM)

ED 286 568 JC 870 450

Lohr, Sue
An Evaluation Study of Community Services, Mt. San Antonio College.
Mount San Antonio Coll., Walnut, Calif.
PUB DATE- Jun 87

NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Community Services; Educational Needs; *Noncredit Courses; *Participant Satisfaction; Program Evaluation; *Student Characteristics; Two Year Colleges; Two Year College Students

A study was conducted by the Community Services Department at Mt. San Antonio College (Mt. SAC) to evaluate participant satisfaction and suggestions for future direction for the department's comprehensive program of non-credit courses. A questionnaire was administered in class to 307 participants between April 1, and June 1, 1987, focusing on demographics, class quality, adequacy of facilities, students' assessment of staff and instructors, marketing, students' future plans, fiscal support, future services, and suggestions for improvement. Study findings included the following: (1) participants were predominantly female, 16 to 47 years of age, earning $12,000 per year or less; (2) students had participated in 2 to 5 classes, the majority of which were non-fee, and on campus; (3) the majority had registered in the Community Services office or in class; (4) computer classes were the most frequently suggested new classes; (5) participants gave overall ratings of "excellent" or "good" to classes, instructors, staff, and facilities; while equipment, facilities, parking, safety, and convenience were rated "good" overall; (6) marketing was rated favorably and probability of future participation in Mt. SAC programs was considered high; and (7) respondents indicated that they would take advantage of credit card registration, telephone registration, and computerized after-hours registration if these services were available. (Author/EJV)

ED 286 583 PS 016 581

MacKain, Sally Joy
Gender Constancy: A Realistic Approach.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Conservation (Concept); *Developmental Stages; Labeling (of Persons); Motivation; Preschool Children; Preschool Education; Research Methodology; Videotape Recordings
IDENTIFIERS- *Developmental Sequences; *Gender Constancy; Kohlberg (Lawrence); Response Stability

A study of children's ability to conserve gender identity was made to: (1) investigate whether constancy would be achieved according to the developmental sequence proposed by Kohlberg (1965) and found in subsequent studies; (2) see if the pattern of conservation of referent-type followed the same sequence found in previous studies; (3) assess age differences in constancy attainment; and (4) test whether a pseudoconstant phase exists among children 3 and 4 years of age. Videotaped task materials were designed to be maximally realistic and familiar to young children without being distracting. Verbal demands were minimized, and a "real" versus "pretend" response set was encouraged. Subjects were six preschool boys and six preschool girls. Because of the small sample size, results are presented in terms of percentages of subjects who responded correctly to the questions. Trends in the data resembled findings of previous studies in that the children's responses to the different types of referents followed the same sequence. No sex differences were found. Gender understanding increased with the age of the subject. Subjects' justifications for their answers varied, with some subjects indicating understanding of "true-constancy" and others offering "pseudo-constant" justifications. Unexpectedly, the majority of subjects achieved gender constancy in full. (RH)

ED 286 684 RC 016 404

Altschuld, James W.; And Others

Facilitator's Guide to Staff Training for the Rural America Series. Module XII: Evaluation. Research and Development Series No. 149M.

Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 44p.; For related documents, see ED 142 757, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Education; Cooperative Programs; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; Postsecondary Education; *Program Evaluation; Program Guides; *Rural Schools; Small Schools; Staff Development
IDENTIFIERS- *Facilitators; *Rural America Series

This module underscores the need for evaluation in order to collect baseline data to monitor progress and to make decisions about needed changes in rural school career guidance programs. Evaluation is a process that occurs during planning and is used to monitor progress, and, later, to assess overall program impact. After a delineation of commonly held negative perceptions of evaluation, the definition of evaluation and the nature of the evaluation "beast" are discussed. With extensive audience participation, a matrix of the major evaluation elements to be considered in evaluating the planning phase of program development/implementation is developed. Using two handouts included in the module, participants are instructed to work in small groups to develop a similar matrix for evaluating the planning of a staff development program. Evaluation concerns explored include issues such as: who are the users of evaluative information and what are their information needs; strategies for collecting and reporting that information; phases of programs (planning, tryout, implementation), and sample evaluation considerations for planning and implementation phases. Numerous evaluation instruments and references for others are provided. (NEC)

ED 286 697 RC 016 424

Sipe, Cynthia L.
Summer Training and Education Program (STEP): The Experience of Hispanic Participants in the Summer of 1985.
Public/Private Ventures, Philadelphia, PA.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 86
NOTE- 58p.
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Dropout Prevention; Early Parenthood; Family Planning; High Risk Students; *Hispanic Americans; Mexican Americans; Outcomes of Education; Participant Characteristics; Potential Dropouts; Program Descriptions; *Program Effectiveness; Puerto Ricans; *Remedial Instruction; Remedial Mathematics; Remedial Reading; Secondary Education; *Sex Education; Summer Programs; *Work Experience Programs
IDENTIFIERS- *Summer Training and Education Program; Summer Youth Employment Program

The performance of Hispanic participants in the Summer Training and Education Program (STEP) was examined in detail because findings about short-term outcomes for the first year of STEP operation were more promising for Hispanics than for members of other ethnic groups. In addition, Hispanic performance was examined because of the relatively poor educational status of Hispanics compared to Blacks and Whites. STEP is a national demonstration project that aims to improve high school graduation rates by preventing academic failure and teen parenting. Program components are math and reading remediation, curriculum designed to prevent teen pregnancy, work experience, and school-year support. Approximately 16% of the randomized sample of STEP youth (124 treatment and 129 control) in 1985 were Hispanic. Hispanics and non-Hispanics were similar with respect to demographic, economic, and fertility-related characteristics; but Hispanic youth were educationally disadvantaged as shown by characteristics such as absenteeism, lack of interest in reading and math, and lower educational expectations. The net impact of participation for Hispanics was equivalent to half a grade level in math and slightly more than a grade level in reading. Hispanic treatment youth significantly increased their expectations for post-secondary education and changed their attitudes about responsibility for contraception. (JHZ)

ED 286 709 SE 048 362

Franklin, Margaret; Wong, Elizabeth
Reaching Math Potential.
Nevada Univ., Reno. Research and Educational Planning Center.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Aug 87
NOTE- 178p.

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Females; High Schools; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; Parent Aspiration; Parent Attitudes; Parent Background; Parent Child Relationship; *Parent Influence; *Secondary School Mathematics; *Sex Differences; *Student Attitudes; Study Habits
IDENTIFIERS- *Mathematics Education Research

This report contains a summary of findings from a study conducted in California and Nevada to investigate attitudes towards mathematics and extent of parental influence on three groups of high school students--high math-achieving males (N=59), high math-achieving feamles (N=44), and high verbal/low math females (N=27). Differences between Asian American students and parents and non-Asian students and parents were also examined. The report includes data on student math/science achievement, math study habits, educational and career plans, perceived aptitudes and abilities, extent and nature of parental influence, math-related attitudes, and demographic data on parents. Conclusions point up the similarities and differences between high-math females and each of the other two student groups. Among the findings were: (1) parents' efforts can make a substantial difference in encouraging young women in math-related study and careers; (2) all students acknowledged a very low degree of influence from teachers and counselors; (3) high verbal/low math girls reported being least influenced by their parents; and (4) male students and their parents held more stereotyped attitudes concerning mathematics as a male domain. (Thirty-seven tables and eight pages of references are provided. The appendixes include parent and student questionnaires comprising one-fourth of the report.) (Author/TW)

ED 286 739 SE 048 577

Superstars II, Primary. A Standards of Excellence Curriculum Project for Primary-Level Students.

Florida State Dept. of Education, Tallahassee.

PUB DATE- 86
NOTE- 337p.; For a related document, see SE 048 578.
AVAILABLE FROM- Public School Resource Center, Florida Department of Education, Knott Building, Tallahassee, FL 32301 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Elementary Education; *Elementary School Mathematics; *Mathematical Enrichment; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Skills; *Minimum Competencies; Primary Education; Problem Solving; State Boards of Education; *Teacher Aides; Teaching Methods; Volunteers
IDENTIFIERS- *Florida

The accountability movement has forced educators to expend energys during the past few years ensuring that students master a developmental sequence of skills in the major content areas. In mathematics this has resulted in an emphasis upon computational proficiency, and, in the view of many mathematics educators, not enough time has been spent on problem-solving skills. This material was designed to be a systematic approach to curriculum enrichment so that much of the work can be handled by someone other than a classroom teacher, freeing the teacher to work with students on problem solving, creative thinking, and critical thinking. Superstars II is offered as an opportunity for self-motivated students who choose to become involved in the program. The program is managed by an adult (volunteer, aide, etc.) and focuses on the acquisition of the "skills for excellence" identified for Florida schools. This document includes: (1) a description of the Superstars program; (2) student worksheets for grades one, two, and three; and (3) teacher commentary for the student worksheets, including the skills of excellence for third grade. (TW)

ED 286 754 SE 048 594

Schroeder, Eileen E., Comp.; Tyckoson, David A., Ed.
Science Education. Oryx Science Bibliographies, Volume 6.
REPORT NO.- ISBN-0-89774-227-3
PUB DATE- 86
NOTE- 107p.
AVAILABLE FROM- The Oryx Press, 2214 N. Central Ave., Suite 103, Phoenix, AZ 85004-1483 ($16.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Achievement; *Elementary School Science; Elementary Secondary Education; Science Activities; Science and Society; *Science Curriculum; Science Education; *Science Instruction; Sciences; *Secondary School Science; Sex Differences; *Teacher Education

This bibliography provides 337 annotated references covering: science teaching at the preschool, kindergarten, elementary, and high school levels; science education as it relates to various science disciplines; science education for special populations; sexual stereotyping in science education; teacher education for science teachers; and how science education affects society. In addition, a brief research review is included. (RH)

ED 286 384 HE 019 420

Towards a National Policy for Undergraduate Science Education: With the Recommendations of the National Higher Education Associations' Task Force. ACE Special Report.

American Council on Education, Washington, D.C.

SPONS. AGENCY- Teagle Foundation, New York, NY.
PUB DATE- 86
NOTE- 30p.; Includes papers presented at a plenary session of the Annual Meeting of the American Council on Education (ACE), 1985.
AVAILABLE FROM- American Council on Education, Publications Department, One Dupont Circle, NW, Suite 535, Washington, DC 20036-1193 ($2.00, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Economic Factors; *Engineering Education; Federal Aid; *Federal Programs; Government School Relationship; Higher Education; Policy Formation; *Public Policy; Science Equipment; Science Instruction; *Scientific Research; *Undergraduate Study
IDENTIFIERS- *National Science Foundation

Issues and recommendations concerning a national policy for undergraduate science education are examined from the perspectives of the National Science Foundation (NSF), the corporate sector, and the National Higher Education Associations' Task Force. In "The Federal Role in Undergraduate Science and Engineering Education," NSF Director Erich Block considers economic challenges that affect research and education and tells of undergraduate activities and programs that NSF has created in response to these challenges. In "Some Personal Observations from the Private Sector," Hewlett-Packard scientist and manager James W. Serum discusses interest in science careers, the research focus of undergraduate institutions, and the shortage of instrumentation and equipment for scientific research and education. Finally, the Task Force report, "National Priorities for Undergraduate Science and Engineering Education," recommends that NSF: (1) start a challenge grant program to improve undergraduate science and engineering education; (2) start some consortia as centers of instructional excellence in undergraduate science, engineering, and technical programs; (3) expand the college science instrumentation program; and (4) expand support for undergraduate research activities. (SW)

ED 286 542 JC 870 409

Blanchard, Bryan K.

In a Position to Judge: The AACSB and the Issue of Business Administration Transfer.

PUB DATE- 7 Aug 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Accounting Association (Cincinnati, OH, August 7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Articulation (Education); *Business Administration Education; Community Colleges; *Evaluation Criteria; Higher Education; Intercollegiate Cooperation; *Outcomes of Education; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *American Assembly Collegiate Schools of Business

Transfer from two-year colleges to senior institutions with a business administration major has become increasingly difficult in recent years. One of the prime impediments to smooth articulation has been the accreditation standards of the American Assembly of Collegiate Schools of Business (AACSB). The AACSB assumes that specific conditions and resource levels ensure institutional quality, though there are no empirical grounds for this assumption. Examples of some of the specific conditions which are said to produce quality include the following: (1) the school should clearly state its mission and be evaluated on the basis of it; (2) a specified number of faculty must hold doctorates; (3) the school should have a "critical mass" of faculty; (4) the full-time equivalent (FTE) faculty must not be less one FTE per 400 student credit hours taught per term for the undergraduate program; (5) the full-time faculty must be at least 75% of the FTE required; (6) faculty members should not teach more than 12 credit hours per week, have more than three preparations per week, nor teach in more than two fields; and (7) an undergraduate school of business should concentrate its professional courses in the last 2 years of a 4-year program and should only offer a limited amount of work below the junior year. This paper analyzes each of these criteria, and concludes that the restrictive prescriptions which hinder transfer are ultimately based on accreditation standards which hardly ensure student attainment and neither specify nor verify outcomes. (EJV)

ED 286 643 PS 016 851

Deusen-Henkel, Jenifer Van

Programs That Work: Early Childhood Education Plan Continuing Programs.

Maine State Dept. of Educational and Cultural Services, Augusta.

PUB DATE- Sep 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; Incentive Grants; *Kindergarten; *Primary Education; Program Descriptions; *Program Effectiveness; State Programs
IDENTIFIERS- *Maine

Briefly described are 15 projects originally funded by the State of Maine as early childhood education plans, subsequently evaluated as successful and instituted by local units as part of a regular school program. After each program description, the names, telephone numbers, and addresses of contact persons are provided. (RH)

ED 286 672 RC 016 392

Altschuld, James W.; And Others
Facilitator's Guide to Staff Training for the Rural America Series. Introduction. Research and Development Series No. 149A.
Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 21p.; For related documents, see ED 167 811, ED 170 477, and RC 016 393-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Education; Cooperative Programs; Educational Resources; Elementary Secondary Education; *Guidance Programs; *Leadership Training; Learning Modules; Orientation Materials; Postsecondary Education; Program Guides; *Rural Schools; Small Schools; *Staff Development; Training Methods; Training Objectives
IDENTIFIERS- *Facilitators; *Rural America Series

This guide introduced 18 separate components designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the "Rural America Series," a framework for the development, implementation, and evaluation of grades K-14 career guidance programs for rural and small schools. Each module consists of a module overview, facilitator's outline, participant materials, and transparency masters and may be used independently or collectively in staff development activities. All parts have been tested in state-wide workshops sponsored by Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and American Samoa. This "Introduction" serves as an overview to familiarize trainers and staff development personnel with the scope, format, conceptual framework, and sequence of materials contained in the remaining facilitator guides. A table outlines the amount of time required, frequency of training, and advantages and disadvantages of four patterns of use for the modules: after school or afternoon sessions, day-long workshops, multiple day workshops, or self-instructional mode. Another table illustrates the relationship of the Facilitator's Guide Modules and the Series Handbooks, noting basic concepts covered and key series pages/sections. (NEC)

ED 286 369   FL 016 914

Fisiak, Jacek, Ed.
Papers and Studies in Contrastive Linguistics. Volume Twenty.
Adam Mickiewicz Univ. in Poznan (Poland).; Center for Applied Linguistics, Washington, D.C.
PUB DATE- 85
NOTE- 169p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Arabic; Classification; Cohesion (Written Composition); Comparative Analysis; *Contrastive Linguistics; Discourse Analysis; English; German; *Grammar; Language Attitudes; *Language Research; *Language Typology; Language Usage; *Linguistic Theory; Morphology (Languages); Phonetics; Phonology; Polish; Sentence Structure; Tenses (Grammar); Uncommonly Taught Languages; Verbs
IDENTIFIERS- Danish; Deixis

Papers on contrastive linguistics in this volume include: "Contrastive Discourse Analysis in Language Usage" (Juliane House); "Typology and Contrastive Analysis" (Vlasta Strakova); "On the Tenability of the Notion 'Pragmatic Equivalence' in Contrastive Analysis" (Karol Janicki); "On the Relevance of Phonetic, Phonological, and Morphological Levels in Contrastive Phonology" (Gerd Hentschel); "The Pragmatics of Deixis in English and Polish" (Barbara Kryk); "Disjunctive Rule Ordering in Word Formation" (Bogdan Szymanek); "If, Unless and Their Polish Equivalents" (Barbara Dancygier); "Tense in Modern English and Danish" (Niels Davidsen-Nielsen); "A Solution to the Projection Problem for Presupposition of Compound Sentences Within Ulrich Blau's Three-Valued Logic System" (Ewa Mioduszewska); "The Expression of Present and Past Time in the English Predicate" (Nandor Papp); "Ellipsis as a Cohesive Device in English and Polish: A Contrastive Analysis" (Stanislaw Duczmal); "Differences in Distribution Between Arabic /l/, /r/ and English /l/, /r/" (Mohammad Anani); "'Macro-Scale' Attitudes to the Foreigner's Language" (Adam Jaworski); and "Bibliography of German-Polish Contrastive Studies" (Andrzej Katny). (MSE)

ED 286 426 HE 020 686

The Student Flow Model: Issues and Recommendations.
Mount Royal Coll., Calgary (Alberta).
PUB DATE- 24 Feb 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Advising; Academically Gifted; *College Admission; *Education Work Relationship; Higher Education; High Risk Students; Lifelong Learning; *School Orientation; School Registration; *Student Recruitment
IDENTIFIERS- *Mount Royal College (Alberta); *Student Flow Models

Results of a task force review of the student flow model at Mount Royal College (Alberta, Canada) are presented. Issues and recommendations are considered for: (1) pre-admission; (2) admission, academic advising, registration, and orientation; (3) instruction/academic support; and (4) post-graduation. Goals include: provide accurate information to prospective students; implement a coordinated testing, screening, and academic placement system; use data gathered from admission applications in college planning; provide access to academic advising for students in credit courses or programs; establish faculty advising centers using full- and part-time staff as faculty advisers; address the special advising needs of students who have been disqualified on academic grounds and who seek readmission; create a registration system that will minimize the time and effort expended by students, advisers, faculty, and staff; implement a registration system fully supported by computer systems; establish orientation experiences for students accepted for credit courses or programs; implement a program to help students in academic difficulty; and establish contact with employers who hire graduates to determine program relevance. A flow chart is appended. (SW)

ED 286 529 IR 052 134

Hopkins, Dianne McAfee
School Library Media Programs: A Resource and Planning Guide. Bulletin No. 7368.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 87
NOTE- 89p.
AVAILABLE FROM- Publication Sales Office, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Financial Support; *Learning Resources Centers; *Library Cooperation; Library Facilities; Library Materials; Library Personnel; *Library Planning; *Library Services; Long Range Planning; *Program Development; *School Libraries; State Programs
IDENTIFIERS- *Wisconsin

Prepared by a task force of Wisconsin educators, these guidelines are intended to be used by school board members, administrators, and curriculum leaders, including teachers, library media specialists, and other educators, to ensure that the school library media program is an integral part of their school's instructional program. Designed to provide the information essential to the development and maintenance of effective school library media programs, the guide (1) describes a logical framework for planning, development, and evaluation together with guidelines for writing building-level objectives and long-range plans; (2) focuses on diversity in library media program development; (3) focuses on the school library media specialist's important role in implementing the total instructional program; (4) suggests realistic requirements for effective library media programs; (5) takes into account the value of human and material resources within, as well as outside, the school district; and (6) focuses on the importance of effective relationships with other types of libraries, including public and university libraries. Following an overview and discussion of the guide's purpose, guidelines are presented in four sections covering library media programs on the building, district, area, and state levels. Related materials are provided in 23 appendices. (KM)

Student Assessment: Science. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 3p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biology; Chemistry; Community Colleges; Educational Testing; Geology; *Knowledge Level; Physics; *Sciences; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Center for the Study of Community Colleges CA; ERIC Digests; *General Academic Assessment

In 1983-84, the Center for the Study of Community Colleges developed and field-tested an instrument, the General Academic Assessment (GAA), to assess community college students' knowledge in several liberal arts areas, including the sciences. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores were cross tabulated by selected student characteristic variables (e.g., age, ethnicity, native language, and reason for attending college) and selected educational background variables (e.g., the number of college units already completed by the student, and the number of science courses the student had taken prior to the GAA test). While there appeared to be a positive correlation between an increase in age and scores on the science portion of the GAA, the difference was slight. A comparison of the scores of students who had completed less than 15 college units with the scores of students who had completed 60 or more units indicated that there were no great differences among minority ethnic groups in the rate of gain in the science section. Students attending college to satisfy a personal interest scored higher on the science questions than those intending to transfer or receiving occupational training. There was a positive correlation between the number of science courses completed and the students' GAA scores in this area. (EJV)

ED 286 659 PS 016 897

Gerris, Jan R. M.; Janssens, Jan M. A. M.
Parental Discipline Behaviors, Subjective Parental Situation Perceptions and Objective Characteristics of Discipline Situations.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Behavior Patterns; Child Rearing; Comprehension; Demography; *Discipline; Family Structure; Foreign Countries; Induction; *Parent Attitudes; *Parent Child Relationship; Values
IDENTIFIERS- Netherlands; *Power; *Situational Variables

In this attempt to explain parental discipline behaviors from an interactionist viewpoint that includes person and situation factors, the relationship of parental discipline behaviors to situation-specific feelings and cognitions and objective situational characteristics were examined. Data obtained from 300 families included (1) social demographic variables; (2) parental reactions, feelings, and cognitions in discipline situations; (3) family structure and climate; and (4) parental child rearing value orientations. Two main patterns of discipline reactions were found. A power-assertive pattern was strongly associated with objective situational characteristics. Anger and an apparent lack of understanding of the child's transgression were the two variables most associated with power-assertion. The second pattern of discipline reactions, induction-rejecting, were also strongly associated with objective situational characteristics. With regard to subjective situation-specific feelings and cognitions, a normative orientation in discipline situations was associated with a rejecting pattern of discipline reactions, whereas an instructional-learning orientation was associated with parental induction. (Author/RH)

ED 286 441 HE 020 759

Agreement between the Rhode Island Board of Governors and Rhode Island College Chapter of the American Federation of Teachers AFL/CIO Local #1819, 1985-87.

American Federation of Teachers, Washington, D.C.; Rhode Island Coll., Providence.; Rhode Island State Board of Governors, Providence.

PUB DATE- 85
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Rank (Professional); Administrator Selection; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; Employment Practices; Evaluation Criteria; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Librarians; Personnel Policy; *Public Colleges; Summer Schools; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; *Rhode Island College

The collective bargaining agreement between the Rhode Island Board of Governors and Rhode Island College Chapter of the American Federation of Teachers for 1985-1987 is presented. Items covered in the agreement include: unit recognition; board-union relationships; selection of deans, vice-presidents, and the president; department chairpersons, departmental advisory committees; faculty appointments, rank, and employment standards; annual review of faculty; evaluation criteria; faculty salaries; promotion and tenure; nonrenewal; leaves of absence; faculty load, class size and course assignments; scheduling; working conditions; grievance procedure; no strike/lockout agreement; fringe benefits; summer session; evaluation of librarians; annual vacation for calendar year library faculty and teaching faculty; teaching continuing education and community service courses; and limited term appointment. (SW)

ED 286 467 IR 012 799

Patterson, Janice H.; Smith, Marshall S.

Meeting the Challenge: Computers and Higher Order Thinking. A Research Agenda. Program Report 86-15. Report of a Research Conference Held at the National Academy of Sciences (Washington, DC, October 31-November 1, 1985).

Wisconsin Center for Education Research, Madison.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 86

NOTE- 27p.

GRANT- NIE-G-84-0008

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cognitive Development; *Cognitive Processes; *Computer Assisted Instruction; Computer Software; Educational Trends; Elementary Secondary Education; Futures (of Society); Man Machine Systems; *Research Needs; Student Motivation

This report presents a national agenda for research on the learning of thinking skills via computer technology which was developed at a National Academy of Sciences conference on educational, methodological, and practical issues involved in the use of computers to promote complex thought in grades K-12. The discussion of research topics agreed upon by conference participants is summarized under four subgoals: (1) research on higher order thinking; (2) research and evaluation of school efforts to teach higher order thinking; (3) research, development, and evaluation of ways in which computers can be used to teach higher order thinking, including the interactive and motivational capabilities of computers; and (4) research on ways in which schools can use computers. Current research in each area is reviewed, and the need for further investigation is articulated. Eight papers presented at the conference are listed in the preface, and a 50-item references is provided. (MES)

Marzocchi, Judith
Educational Service Agencies and Media Technology in the United States.
PUB DATE- May 87
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audiovisual Aids; *Computer Software; Costs; *Education Service Centers; Elementary Secondary Education; Equal Education; *Microcomputers; National Surveys; School Districts; *Shared Resources and Services; State Departments of Education; State Legislation; *State Programs

As part of a study of the pros and cons of organizing regional educational service agencies to provide special programs and services involving media technology to groups of local districts that find it difficult to meet such needs when acting independently, a survey of state departments of education was conducted to gather information about education service agencies (ESAs) currently in operation. Four categories of ESAs were identified: (1) permissive--states with specific legislation encouraging local school districts to develop educational service centers on a voluntary basis; (2) mandatory--states with legislation mandating local school districts to form centers and making membership mandatory; (3) mandatory/voluntary--states with legislation mandating the formation of centers but leaving local school district membership voluntary; and (4) no legislation. Within each of these classifications, the history, structure, activities, and funding of ESAs providing services in the area of media technology are described. These descriptions represent ESAs in the following 26 states: Tennessee, Idaho, Wisconsin, Pennsylvania, New York, Illinois, Washington, Iowa, New Jersey, Oklahoma, Michigan, Nebraska, Indiana, Georgia, Missouri, Florida, North Carolina, Arkansas, Texas, Delaware, Hawaii, Alaska, Maine, Louisiana, Oregon, and Minnesota. Four references are included as well as a list of relevant publications from 14 states, and the appendices include maps and other state-provided information, breakdowns of types of ESAs and media technology, a list of equivalent ESA terms, and a copy of the letter/survey form used for the study. (MES)

Duncan, Verne A.
Kindergarten Issues: A Position Paper.
Oregon State Dept. of Education, Salem.
PUB DATE- May 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Reading; *Child Development; Curriculum Development; *Developmental Programs; *Kindergarten; Language Acquisition; Personal Autonomy; Play; Primary Education; *Student Centered Curriculum
IDENTIFIERS- Oregon

This position paper was written to assist teachers and administrators in Oregon in preparing curriculum and setting priorities for kindergarten programs. It begins by asserting that the focus of kindergarten instruction should be on the total development of the child: socioemotional, physical, and intellectual. The need for concrete learning experiences, rather than the use of materials such as workbooks and ditto sheets, is stressed. Play is emphasized as an ideal means of instruction for kindergarten children because it is active and involves the senses. The paper asserts that it is important for children to choose their own activities, and for teachers to limit teacher-directed activities. It then examines the importance of language and literacy development in kindergarten. Guidelines are provided for assessing children's development. Suggestions for fostering children's self-control and autonomy are presented. Finally, the need for teachers to determine developmentally appropriate ways to help children acquire essential learning skills is stressed. (PCB)

ED 286 627 PS 016 830

Heath, Robert W., Ed.
Proceedings: A Colloquium on the Assessment of the Outcomes of Preschool Programs (Honolulu, HI, May 8, 1985). Occasional Paper No. 14.
Kamehameha Schools/Bernice Pauahi Bishop Estate, Honolulu, HI.
PUB DATE- 8 May 85
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conference Proceedings; *Educational Assessment; Emotional Development; Language Acquisition; *Outcomes of Education; *Preschool Education; Social Development

The proceedings from this colloquium on the assessment of outcomes of preschool programs include presentations on (1) what should be assessed; (2) how social and emotional development can be assessed; and (3) how language intervention outcomes are to be assessed. Notes regarding the major ideas expressed during the discussions are also included. (PCB)

ED 286 644 PS 016 853

Spedding, Polly; And Others
Child Care Notebook. Revised.
State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
PUB DATE- Mar 84
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Day Care; *Day Care Centers; Early Childhood Education; *Employer Supported Day Care; *Family Day Care; Guidelines; *Parent Participation; Program Development; Program Implementation; *School Age Day Care; Toddlers
IDENTIFIERS- *Infant Care

In six sections, this child care notebook provides basic information concerning (1) child care in general; (2) day care centers; (3) family day care; (4) employers, parents, and child care; (5) school-age child care; and (6) group care for infants and toddlers. Section I focuses on types of child care programs, sources of information about child care and child development, and early childhood periodicals. Section II concerns things to do in starting a center, licensing, choice of a facility, provision of equipment for a center, center staffing. The operating budget is also covered. Section III suggests things to consider in starting a family day care home, and discusses licensing and taxes, records and insurance, arrangement of the home environment, and the process of planning an educational program. Section IV explores aspects of parent and employer involvement in child care, assessment of child care needs, options for employers, and advantages and disadvantages of these options. Section V discusses organization of a school-age child care program, choice of setting, acquisiton of appropriate equipment, the staffing of the program, and the planning of the daily program. Self-care programs for school-age children are also discussed. Section VI provides guidelines for implementing a program of group care for infants and toddlers, and discusses choice of a facility and equipment, staffing, development of a daily program, health and safety, and parent-staff relationships. (RH)

ED 286 724 SE 048 562

Trends in the Chemical Industry. 1987 Survey of ACS Corporation Associates.
PUB DATE- 3 Jun 87
NOTE- 90p.
AVAILABLE FROM- American Chemical Society, 1155 Sixteenth St., NW, Washington, DC 20036 (first copy free as long as supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemical Industry; *Chemistry; *College Science; *Engineering Education; Higher Education; Information Needs; Interdisciplinary Approach; International Cooperation; *National Surveys; *Professional Associations; Public Opinion; Science and Society; Science Education; Technological Advancement; Telecommunications
IDENTIFIERS- *American Chemical Society

In July, 1986, the American Chemical Society (ACS) initiated a study which was intended to address future trends in the chemical industry. A survey was developed by and distributed to the member companies of Corporation Associates, which is the formal link between ACS and the chemical industry. The Executive Summary of the report, which makes up the first section of the document, identifies and discusses the following findings: (1) a significant majority of company representatives are generally satisfied with the quality of recent graduates in the chemical sciences and engineering; (2) the chemical industry is being intermingled with other disciplines in the pursuit of new endeavors, such as biotechnology; (3) information requirements have increased and there is more demand for information to be available electronically; (4) only modest changes in the availability of human resources were observed; (5) public image of the chemical industry has deteriorated; (6) international science and technology communications are on the rise; and (7) the image of the ACS has remained that of a competent, professional organization. Section two, which makes up the major portion of the document, contains a compilation of the responses to the questions included in the survey. Some references for further reading comprise section three. (TW)

Clark, Miriam B., Ed.; And Others
Leadership Education '87: A Source Book for Those Planning Programs and Teaching Courses in Leadership.
Center for Creative Leadership, Greensboro, N.C.
PUB DATE- 87
NOTE- 457p.
AVAILABLE FROM- Center for Creative Leadership, P.O. Box P-1, Greensboro, NC 27402-1660 ($54.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; *Consultants; *Courses; Higher Education; Information Sources; *Leaders Guides; *Leadership Training; *Organizations (Groups); Program Descriptions; Publications; *Resource Materials; Specialists

A resource guide for those who want to promote the study or development of leadership is presented. Section A provides a selected sample of 101 course and program descriptions submitted by teachers or program directors. This section includes reading lists and texts. Section B is a bibliography of books, articles, reports, and reference materials related to leadership and leadership education. Most of the material is annotated. Section C consists of an annotated list of films and videos; a distributor list with addresses; and a list of resources useful in identifying, locating, and acquiring films and videos. Section D contains items and articles that go beyond the usual content of instructional plans. They suggest ways of articulating various parts of courses and programs and thinking about new and provocative ideas in leadership studies. Section E is a list of respondents to a survey who indicated that they would be willing to serve as resource persons for the community of leadership educators. The list is current as of January 1987. Section F identifies some of the organizations interested or involved in leadership. Finally, there is an index to courses and collectibles. (SW)

ED 286 412 HE 020 672

Non-Credit Instructional Activities July 1, 1986 through December 31, 1986 with Trend Information from 1983. State University of New York. Office of Institutional Research Report No. 20-87A.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

PUB DATE- Jul 87
NOTE- 440p.; For the previous edition, see ED 284 480.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *College Instruction; Conferences; *Continuing Education; Financial Support; Higher Education; Institutes (Training Programs); Intellectual Disciplines; *Noncredit Courses; *State Universities; Student Characteristics; Teacher Characteristics; *Workshops
IDENTIFIERS- *State University of New York

Information on noncredit instructional activities at the State University of New York (SUNY) is presented, based on the biannual Survey of Noncredit Instructional Activities. These noncredit instructional activities require registration of participants and have a range of formats (e.g., courses, workshops, seminars, conferences, institutes). These activities are typically organized and administered by offices of continuing education, community service, adult education, innovative studies, and extension services. Included are summary reports for July 1, 1986 through December 31, 1986 on the number of noncredit activities and registrations by six categories: subject area, target clientele, organizing unit, contact hours, continuing education value, course location, instructional type (e.g., workshop, course), faculty status, and funding source. In addition, trend reports summarize the number of noncredit activities and registrations since 1983. All noncredit courses offered at SUNY institutions are listed by subject area. Noncredit course system definitions are included, along with an explanation of codes used in the survey. The names and numbers of SUNY reports on noncredit offerings are also identified. (SW)

Agreement between Association of Pennsylvania State College and University Faculties (APSCUF) and State System of Higher Education (SSHE), July 1, 1985-June 30, 1987.

National Education Association, Washington, D.C.; Pennsylvania State System of Higher Education.

PUB DATE- 85
NOTE- 85p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Retrenchment; *State Colleges; Summer Schools; Teacher Responsibility; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- Dues Checkoff; National Education Association; *NEA Contracts; *Pennsylvania State Colleges and Universities; Personnel Files; Union Rights

The collective bargaining agreement between the Pennsylvania State System of Higher Education and the Association of Pennsylvania and University Faculties, an affiliate of the National Education Association, covering the period July 1, 1985-June 30, 1987 is presented. Items covered in the agreement include: unit recognition, academic freedom, faculty duties and responsibilities, grievance procedure and arbitration, department chairpersons, performance of bargaining unit work rights and privileges of the union, rights of the state system of higher education/universities, faculty appointment, performance review and evaluation, personnel files, renewals and nonrenewals, tenure, promotion, sick leave, leaves of absence, work-related injuries, retirement, fringe benefits, salaries, workload and workload equivalents, summer employment, overload, independent study and individualized instruction, continuing education, dues checkoff, retrenchment, health and welfare, travel expenses, and agreement against strikes and lockouts. (SW)

ED 286 500 IR 052 105

Smith, Gordon W.
Library Staffing Needs in the California State University. A Report of the Task Force on Library Staffing.
California State Univ., Long Beach. Office of the Chancellor.
PUB DATE- Apr 87
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Administrative Organization; *College Libraries; *Financial Support; Higher Education; *Library Administration; Library Personnel; Needs Assessment; *Personnel Needs; *Resource Allocation; Staff Utilization
IDENTIFIERS- *California State University; Staffing Ratio

Based on an in-depth study of the staffing of the California State University (CSU) libraries at Pomona, San Bernardino, and San Francisco, this report examines the adequacy of the formulas used to allocate staff to the 19 CSU system libraries. Focused on the impact of library staffing on the ability of students and faculty to access and use information, findings are presented for the seven operation areas of collection development and management, organizing for use, access services, instructional services, reference and research, staff development, and collegial and administrative activities. It is concluded that current library staffing shortfalls seriously impair library access and use, and a 13% increase in staff system-wide is recommended, as well as an increase to 33% in the proportion of total staff at the professional/management level. The text is supplemented with three tables, and an 11-item bibliography is provided. Appendices include: (1) current library staffing formulas and definitions; (2) a chronology of formularized funding for CSU libraries; (3) a functional description of CSU library staffing workload; (4) the mathematical research model; (5) a derivation of access services workload elements; (6) the application of funding formulas by campus and cost center; and (7) Association of College and Research Libraries (ACRL) standards applied to CSU libraries. (Author/KM)

ED 286 569 JC 870 451

Hurov, Janet Torrisi

A Study of the Relationship between Reading, Computational, and Critical Thinking Skills and Academic Success in Fundamentals of Chemistry.

Saint Louis Community Coll. at Florissant Valley, Mo.

PUB DATE- 87

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; Basic Skills; *Chemistry; Community Colleges; *Critical Thinking; Grades (Scholastic); *Mathematics Skills; Predictor Variables; *Reading Skills; Scores; Student Evaluation; *Tests; Two Year Colleges

IDENTIFIERS- Nelson Denny Reading Tests

In spring 1987, a study was conducted at St. Louis Community College at Florissant Valley (Missouri) to identify the basic skills necessary for the successful completion of the course, "Fundamentals of Chemistry." The study evaluated the relationship between performance on the Nelson-Denny Reading Test (NDRT), the Numerical Reasoning subtest of the Differential Aptitude Test (DAT), and the Watson-Glaser Critical Thinking Appraisal (WGCTA) and final chemistry grades in Fundamentals of Chemistry. Study findings, based on test scores and grades for 118 chemistry students, indicated that: (1) there was a moderate relationship between NDRT scores and course success, with a stronger relationship for vocabulary skills than comprehension skills; (2) the relationship between WGCTA scores and final grades was not as strong as the reading relationship, and the correlation between DAT scores and grades was even weaker; and (3) reading scores lower than the 20th percentile were strongly correlated with unsuccessful grades. (EJV)

ED 286 584 PS 016 582

MacLean, Darla J.
Conceptual Development in Infancy: The Understanding of Containment.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Comprehension; *Concept Formation; Habituation; *Imitation; *Infants; *Performance Factors; *Training
IDENTIFIERS- *Containment; *Gaze Patterns

A series of studies investigated the development of infants' understanding of the containment function of certain objects. In Experiment 1, infants' absolute preference for looking at either a can or a tube was tested. No preference was found. Two measures were used in Experiments 2 and 3. One assessed infants' looking response or gaze behavior directed to videotaped sequences of pouring behavior which were designed to establish habituation and reveal differences between a can and a tube. Another measure assessed infants' ability to imitate the dropping of cubes into a cup. In Experiment 2, infants 14 months of age were contrasted with 20-month-olds; results replicated a prior finding that older but not younger infants demonstrate an understanding of containment. The main study, Experiment 3, examined whether the understanding of containment could be acquired by 14-month-olds who were given training. A total of 50 infants were randomly assigned to 5 training conditions. These involved 4-week training with, respectively, container and cube; container only; tube only; ball only; and a laboratory visit conducted for the purpose of testing short-term training. Only one condition was effective in leading to the development of an understanding of containment. Infants 14 months old who played with both cans and tubes in their home for 1 month performed in both tests in a manner similar to that of untrained 20-month-olds. (Author/RH)

ED 286 613 PS 016 806

Schaefer, Earl S.; And Others
Child Self-Reports and Perceptions of Parent and Teacher Behavior.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; Fathers; Grade 4; Low Income Groups; Mothers; Negative Attitudes; Rejection (Psychology); *Self Concept; *Significant Others; *Teacher Behavior
IDENTIFIERS- Multiple Measures Approach; Positive Attitudes; Sullivan (Harry Stack)

A study of children's perceptions of self and of significant adults investigated Sullivan's (1953) concepts of good me/bad me and good mother/bad mother and extended the analysis to children's perceptions of fathers and teachers. Subjects were 10-year-old elementary school students from low-income families who were enrolled in a longitudinal study of children and families. The total sample included data from 10 white boys, 12 white girls, 37 black boys, and 40 black girls. Measures used to collect child self-reports in individual interviews included a Self-Evaluation Inventory, a Self-Report of Conduct Inventory, The Self-Rating Scale for Depression, the Affect Balance Scale, and the Trait Anxiety Inventory for Children. Child perceptions of parent behavior were collected with brief versions of the Child Report of Parent Behavior Inventory, which was revised to develop scales for child reports of teacher acceptance and rejection. Findings suggested that (1) children may have organized perceptions of adults which are internalized as positive and negative self-perceptions; (2) perceptions of parents may be generalized to other adults; and (3) perceptions of self may be externalized as perceptions of others' attitudes toward the self. (RH)

United Nations Environment Programme. Annual Report of the Executive Director, 1985.

United Nations Environment Programme, Nairobi (Kenya).

REPORT NO.- Na.86-0003; UNEP/GC.14/2

PUB DATE- Aug 86

NOTE- 264p.; Portions printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)

DESCRIPTORS- Annual Reports; *Environmental Education; *Foreign Countries; *Governing Boards; Government Publications; Government Role; International Cooperation; International Law; *International Organizations; *International Programs; Professional Personnel

IDENTIFIERS- *United Nations Environment Program

This report to the Governing Council of the United Nations Environment Programme (UNEP) was prepared to provide the governments of member nations with information on what UNEP had done during 1985, and to serve as a communications mechanism to replace the usual meeting of the Governing Council in 1986. It contains chapters on: (1) the year in retrospect; (2) intergovernmental legislation of relevance to UNEP; (3) the coordination and catalytic role of UNEP; (4) the environment program; (5) the environment fund; and (6) the secretariat, its organization and personnel. The appendices include a list of the member states of the Governing Council, the distribution of UNEP staff (in the professional category and above) by nationality as of December 31, 1985, a bibliography of the publications and papers issued in 1985 by UNEP and other related organizations, a list of meetings held in 1985, and several financial statistical tables related to the Environment Fund. (TW)

ED 286 755 SE 048 595

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources materials. Supplement 31, 1987.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

PUB DATE- Sep 87

NOTE- 176p.; For earlier supplements, see ED 282 736 and ED 284 752.

AVAILABLE FROM- SMEAC Information Resources Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. Subscription $12.00, $5.00 each).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Citizen Participation; Ecological Factors; *Environmental Education; Hazardous Materials; Pesticides; Poisons; Scientific and Technical Information; Utilities; Waste Disposal; *Waste Water; *Water Pollution; *Water Quality; Water Resources; *Water Treatment

IDENTIFIERS- *Environmental Quality

The Environmental Quality Instructional Resources Center in Columbus, Ohio, acquires, reviews, indexes, and announces both print (books, modules, units, etc.) and non-print (films, slides, video tapes, etc.) materials related to water quality and water resources education and instruction. This publication contains abstracts and indexes to selected materials related to wastewater treatment and water quality education and instruction. In addition, some materials related to pesticides, hazardous wastes, and public participation are included. Each entry in the resume section of this document provides, where appropriate: (1) the title; (2) the publication date; (3) the name(s) of the author(s); (4) a set of descriptors assigned to the entry for the purpose of indexing; (5) the number of pages; (6) an abstract describing the entry; and (7) information on the availability of the complete document. Also included in this publication are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials which meet general or highly specific requirements of their programs. This publication supplements, but does not replace, supplements 1-30. (TW)

ED 286 370 FL 016 915

Wendao, Ouyang; Sherwood, Bruce A.
The Language Problem in Science and the Role of the International Language Esperanto. Esperanto Documents 38 A.
Universal Esperanto Association, Rotterdam (Netherlands).
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Artificial Languages; *Communication Problems; *Information Dissemination; *Intercultural Communication; *Language Role; Language Usage; *Sciences; *Scientific and Technical Information; Scientists; Uncommonly Taught Languages
IDENTIFIERS- *Esperanto

Two essays discuss the need for improved international transfer of scientific and technical information and propose the international language Esperanto for that purpose. "The Role of Esperanto" by Ouyang Wendao suggests that the burden of time and energy spent in translating scientific literature quickly and well and the difficulties of exchanging technical information among scientists around the world could be reduced considerably by using Esperanto as a neutral international medium of communication. "The Issue of Spoken Language" by Bruce A. Sherwood describes the problems faced by an English-speaker among scientists who do not understand spoken English well enough to understand his lectures on technical topics, and recommends that scientific societies encourage their memberships to use Esperanto, an easily learned, politically neutral auxiliary language that can be mastered in its spoken and written forms and can save scientists valuable time. (MSE)

ED 286 385 HE 019 813

The College Cost Book, 1986-87. Seventh Edition.
College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.
REPORT NO.- ISBN-0-87447-256-3
PUB DATE- 86
NOTE- 310p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTORS- *Eligibility; Family Income; *Federal Aid; Higher Education; *Money Management; *Need Analysis (Student Financial Aid); Noninstructional Student Costs; Parent Financial Contribution; Private Financial Support; School Surveys; State Aid; *Student Costs; *Student Financial Aid; Student Loan Programs; Tuition
IDENTIFIERS- Bureau of Indian Affairs; College Work Study Program; Guaranteed Student Loan Program; National Direct Student Loan Program; Pell Grant Program; Reserve Officers Training Corps; Supplemental Educational Opportunity Grants

Information on financial aid, estimating financial need, managing money, and expenses at over 3,500 colleges is provided. College costs are based on the following: tuition and fees, books and supplies, room and board, transportation, and personal expenses. The following financial aid sources are examined; the Pell Grant Program, the Supplemental Educational Opportunity Grant Program, the National Direct Student Loan Program, the College Work-Study Program, service academies, the Reserve Officer Training Corps, the Bureau of Indian Affairs, state government programs, financial aid from colleges, the Guaranteed Student Loan (GSL) Program, veterans education benefits, vocational rehabilitation benefits, and help from private student aid sources. Also covered are the Financial Aid Form and other need analysis applications, understanding aid awards, and responsible borrowing. Working one's way through college and stretching resources are addressed, along with strategies for cutting costs such as repayment plans. Appended materials include: 1986-1987 student expenses by institution, a glossary, worksheets, information sources about state grant programs and the GSL, and a list of colleges that offer tuition and/or fee waivers and special tuition payment plans. (SW)

ED 286 514 IR 052 119

Faibisoff, Sylvia G.
A Position Paper on Continuing Education within the Profession of Library and Information Science.
PUB DATE- 30 Apr 87
NOTE- 30p.; Paper prepared for the Oklahoma Higher Education System Foundation in cooperation with the Oklahoma Network of Continuing Higher Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Information Science; Libraries; Library Associations; *Library Personnel; *Library Planning; Library Schools; Needs Assessment; Position Papers; *Professional Continuing Education; Program Descriptions; State Programs; *Statewide Planning
IDENTIFIERS- *Oklahoma

Based on perceptions from interviews and the available literature, this report examines the manner in which Oklahoma's libraries and library-related institutions or agencies deal with continuing professional library education. A discussion of providers and consumers describes the provision of staff and career development opportunities by library schools, professional library and other organizations, library and information centers, the Oklahoma Department of Libraries (ODL), and the Oklahoma Network for Continuing Education. In addition, the major consumers of such programs are identified as library and information science professionals who possess an MLS (master of library science) or equivalent graduate degree, non-degreed librarians employed in professional capacities, and/or library staff members. A discussion of program content indicates that the content and level of programs vary according to the provider's perception of the consumer's background, need, and location; and a description of program formats includes conferences, short courses, workshops, and talkback television offered by various providers. Finally, based on 16 specific findings, 6 primary and 18 additional recommendations for statewide program planning for continuing professional library and information science education are presented. It is concluded that, despite the commitment to continuing education in Oklahoma, both consumers and providers must be convinced that lifelong learning and education are as important as formal, initial education. (KM)

ED 286 543 JC 870 411

Lee, Beth S.
Measures of Progress: Spring 1985 Student Follow-Up.
Los Rios Community Coll. District, Sacramento, Calif.
PUB DATE- Sep 86
NOTE- 63p.; For previous year's report, see ED 257 536.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Dropout Characteristics; *Dropouts; Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; Student Attitudes; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Los Rios Community College District CA

In spring 1985, the Los Rios Community College District surveyed 4,084 former students who had attended one of the district's three colleges in fall 1983 or spring 1984. The study sought information on the former students' characteristics, primary educational goals, major programs of study, employment/educational status, and reasons for not re-enrolling in one of the district colleges (American River College, Cosumnes River College, or Sacramento City College). Questionnaires were sent to all 1983-84 graduates and certificate earners, as well as to certain nongraduate/nonreturning students. Study findings, based on data from 2,033 respondents (an adjusted response rate of 52.7%), include the following: (1) the graduates who received associate degrees in general education or liberal arts majors (32.4% of the respondents) included the largest percentage of females (nearly 63%) and of ethnic minorities (almost 27%), and were the youngest group, with an average age of 28 years; (2) among the occupational program graduates (36.1% of the respondents), more than 65% had enrolled in a community college primarily to prepare for a new job, 84% were employed, 11% had transferred to a four-year college by the time of the study, and 37% had majored in health technology fields; and (3) the 31.5% of the respondents who had completed an advanced occupational course but received no degree tended to be older, more often were employed full-time, were more likely to have enrolled to upgrade job skills, and were more likely to have been employed in their field before attending school. The survey instrument is included in the appendix, as well as a chart displaying awards granted and survey responses, by community college major. (EJV)

ED 286 556 JC 870 427

Student Assessment: Social Science. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 3p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Testing; History; *Knowledge Level; Political Science; *Social Sciences; Sociology; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Center for the Study of Community Colleges CA; ERIC Digests; *General Academic Assessment

In an effort to assess community college students' knowledge of the liberal arts, the Center for the Study of Community Colleges developed and field tested a student survey and General Academic Assessment (GAA) instrument. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores were cross tabulated by selected student characteristic variables (e.g., age, ethnicity, native language, and reason for attending college) and selected educational background variables (e.g., the number of college units already completed by the student, and the number of social science courses the student had taken prior to the GAA test). The social science portions of the GAA focused on knowledge of society, government, and history. On these sections, older students scored higher than younger students. A comparison of the scores of students who had completed less than 15 college units with the scores of students who had completed 60 or more units indicated that there were no great differences among ethnic groups in the rate of gain in social sciences. The native language of the student appeared to be a significant factor in the social science section of the GAA, with native English speakers scoring 5.17 compared to 4.12 for non-Native English speakers. Those students attending college to satisfy a personal interest scored higher than those intending to transfer or receiving occupational training. There appeared to be a positive correlation between the number of semester hours completed and scores on the social science section of the GAA. (EJV)

ED 286 628 PS 016 831

Schaefer, Earl S.; Burnett, Charles K.

Longitudinal Study of Maternal Psychosocial Characteristics and Child School Adaptation.

PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Family Environment; Longitudinal Studies; Low Income; *Psychological Characteristics; *Social Behavior; Young Children

This study examined the stability of the child's behavior and psychosocial environment during the early school years. Longitudinal correlations of psychosocial environment indices with teacher ratings of child school behavior were also investigated. The original subjects of this longitudinal study consisted of 321 low-income mothers recruited from public health clinics, who were first interviewed before the birth of a child and were included in the study if the child was healthy at birth. Of this original sample 237 mothers were interviewed during their child's kindergarten year. Three years after kindergarten 212 mothers were reinterviewed. Teacher ratings of the child's school behavior were collected each year the child was in school. Results suggest that the child's environment, as measured by parent characteristics, is relatively stable from infancy through the early school years. Results also show that ratings of the child's academic competence are significantly correlated with psychosocial indices, while correlations with teacher ratings for socialization and extroversion are typically low and insignificant. (PCB)

ED 286 673 RC 016 393

Altschuld, James W.; And Others
Facilitator's Guide to Staff Training for the Rural America Series. Module 1: Understanding the Need. Research and Development Series No. 149B.
Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 63p.; For related documents, see ED 142 750-751, ED 167 811, ED 170 477, and RC 016 392-409. 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Education; Cooperative Programs; Elementary Secondary Education; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; Needs Assessment; Postsecondary Education; Program Guides; Rural Environment; *Rural Schools; Small Schools; Staff Development; *Student Needs
IDENTIFIERS- *Facilitators; *Rural America Series

This module, one of a series designed for facilitators training rural career guidance program staff, is designed to give participants a better understanding of the career development needs of students in rural schools--schools that often have limited resources. After the module is introduced, participants complete a warm-up activity, i.e., a picture puzzle. This activity is followed by a short presentation on the unique nature of the rural environment (school, home, community) as it affects career development, and an overview of the "Rural America Series." Participants are then divided into small groups and asked to read and analyze specially designed profiles. Following this activity, large group-focused discussion is used to draw out salient features of the profiles. This activity leads into the presentation of the Life Role Development Model and the 26 suggested goals relating to the model. The approximately 2-hour module ends with a summary of how an understanding of need is essential for the planning process.

Stress is placed on the fact that the module provides the theoretical underpinning for that planning. The guidebook contains a module overview, facilitator's outline, participant materials, and transparency masters. (NEC)

ED 286 685 RC 016 405

Altschuld, James W.; And Others
Facilitator's Guide to Staff Training for the Rural America Series. Module XIII: Cooperative Agreements with Business, Industry and Labor. Research and Development Series No. 149N.
Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 42p.; For related documents, see ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Education; Contracts; Cooperative Programs; Elementary Secondary Education; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; Postsecondary Education; Program Guides; *Rural Schools; *School Business Relationship; Small Schools; Staff Development
IDENTIFIERS- *Facilitators; *Rural America Series

This module provides guidelines for planning and implementing both written and oral cooperative agreements with business, industry, and labor. These guidelines will be of help to rural and small school counselors and educators as they plan, implement, and evaluate career guidance programs in rural schools. Characteristics of formal and informal cooperative agreements are compared. Steps in the cooperative agreement planning/implementation cycle are presented: assessing needs, developing objectives, assessing resources, developing strategies and programming, implementing plans, assessing and monitoring progress, and evaluating outcomes. The importance of appointing a coordinator to arrange cooperative agreements for the guidance program is stressed. Materials provided in the module for participants include a list of responsibilites and qualifications of a coordinator, an outline of a comprehensive cooperative agreement, sources and kinds of information for evaluating cooperative agreements, a coordinator's checklist for community cooperative agreement program planning, a checklist for recognizing and neutralizing hazards and liabilities, and a module specific evaluation questionnaire. Covering different aspects of the same topic, the module underscores the close ties between cooperative relationships and community relations and involvement and may be combined with Module X. (NEC)

ED 286 698 RC 016 428

Barker, Bruce O.
Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide. ERIC Mini-Review.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 6p.
CONTRACT- NIE-400-86-0024
AVAILABLE FROM- ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; Audiovisual Communications; Communications Satellites; Delivery Systems; *Distance Education; Educational Technology; Educational Television; Elementary Secondary Education; Financial Support; *Information Sources; Instructional Systems; Multimedia Instruction; Networks; Nontraditional Education; *Program Costs; *Rural Schools; *Small Schools; State School District Relationship; *Telecommunications; Telecourses
IDENTIFIERS- Instructional Television Fixed Service; *Interactive Systems

In remote and isolated schools where a certified teacher is not always available, or in small schools where limited student enrollments make hiring teachers for low incident courses cost-prohibitive, instruction via distance may be the "next best thing to being there." Several approaches are available: (1) satellite transmissions--the TI-IN Network in Texas, Oklahoma State University's Arts and Sciences Teleconferencing Service, Eastern Washington University's Satellite Telecommunications Educational Programming Network (STEP), and the SciStar Satellite series from the Talcott Mountain Science Center in Avon, Connecticut, are cited as examples; (2) two-way interactive television; (3) Instructional Television Fixed Service (ITFS); (4) audio-graphic teleconferencing; and (5) multi-media equipped buses for in-transit studying. Interested school administrators should consider initial equipment costs, annual subscription or programming fees, and maintenance/warranty contracts, and should contact others who have had success with distance learning, as well as their own state office of education. State-sponsored educational telecommunications networks are in operation or are being developed in Alaska, Kentucky, and Missouri. While this method of instructional delivery is not a rationale for replacing teachers, it is expected to increase in terms of use and acceptance. Twenty-two program addresses--with telephone numbers--are appended. (JMM)

ED 286 740 SE 048 578

Superstars II, Intermediate. A Standards of Excellence Curriculum Project for Intermediate-Level Students.

Florida State Dept. of Education, Tallahassee.

PUB DATE- 86

NOTE- 267p.; For a related document, see SE 048 577.

AVAILABLE FROM- Public School Resource Center, Florida Department of Education, Knott Building, Tallahassee, FL 32301 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Basic Skills; Elementary Education; *Elementary School Mathematics; Intermediate Grades; *Mathematical Enrichment; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Skills; *Minimum Competencies; Problem Solving; State Boards of Education; *Teacher Aides; Teaching Methods; Volunteers

IDENTIFIERS- *Florida

The accountability movement has forced educators to expend energys during the past few years ensuring that students master a developmental sequence of skills in the major content areas. In mathematics this has resulted in an emphasis upon computational proficiency, and, in the view of many mathematics educators, not enough time has been spent on problem-solving skills. This material was designed to be a systematic approach to curriculum enrichment so that much of the work can be handled by someone other than a classroom teacher, freeing the teacher to work with students on problem solving, creative thinking, and critical thinking. Superstars II is offered as an opportunity for self-motivated students who choose to become involved in the program. The program is managed by an adult (volunteer, aide, etc.) and focuses on the acquisition of the "skills for excellence" identified for Florida schools. This document includes: (1) a description of the Superstars program; (2) student worksheets for grades four and five; and (3) teacher commentary for the student worksheets, including the skills of excellence for fifth grade. (TW)

ED 286 427 HE 020 687

Fiscal Indicators for Postsecondary Education in New York State, 1980-81 through 1984-85.

New York State Education Dept., Albany.

PUB DATE- Apr 87
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Contracts; Cost Indexes; Educational Finance; Endowment Funds; *Expenditure per Student; Expenditures; Federal Aid; *Income; *Postsecondary Education; Private Colleges; Private Financial Support; Public Colleges; *School Funds; *State Aid; Student Financial Aid; Tuition
IDENTIFIERS- *City University of New York; *State University of New York

Information on current fund revenues and cost per student in New York State is presented for private colleges, State University of New York institutions, City University of New York institutions, and degree-granting proprietary colleges. A general overview of state fiscal support for postsecondary education is provided, along with data on total state support during 1980-1985 in total dollars, and as a proportion of total state revenues. Also considered are state funds that go directly to either postsecondary institutions or students. Changes in state funding and in the Higher Education Price Index are shown for the 5-year period. In addition, the share of student or institutional aid received by each sector in each of the 2 years is shown, along with shares of state funds provided in student aid versus institutional aid at the beginning and end of this period. Also considered are: amounts and shares of institutional revenue from all sources, restricted and unrestricted funds combined; per-student costs and revenue indicators by sector and for subgroups of institutions within the SUNY state-operated and private sectors; and selected data for private colleges that receive Bundy aid. A glossary is included. (SW)

ED 286 468 IR 012 800

Hirschen, Bill

Video Vision. A Publication on Instructional Television, Video Production, and Distance Learning.

New York State Education Dept., Albany. Center for Learning Technologies.
PUB DATE- 87
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; Educational Planning; Elementary Secondary Education; Film Libraries; Higher Education; Microcomputers; *Production Techniques; Programing (Broadcast); *Television; *Videotape Recordings
IDENTIFIERS- *New York

This publication of the New York State Education Department addresses three applications of video in New York schools. Chapter 1 discusses public, cable, and commercial television broadcast resources, resources in the form of videotape libraries and collections, and resource utilization. The second chapter focuses on the process and product of video production, while the concept, context, content, and capacities of distance learning are covered in Chapter 3. Five appendices provide lists of: (1) independent public and private television producers and distributors; (2) guidelines for off-air recording of television programs; (3) New York State BOCES (Board of Cooperative Educational Services) Educational Communications Directors; (4) distance learning projects funded by the Technologies Network Ties program, fall 1986; and (5) proposed or operable distance learning projects. A glossary is also provided. (MES)

Knudson, Yvonne D., Comp.; And Others
Sources for Women's History in the Microtext Department of the Sterling C. Evans Library at Texas A&M University. Volume I and Volume II.
PUB DATE- 85
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Libraries; Annotated Bibliographies; Biographies; Employment; *Females; *Feminism; Higher Education; Library Collections; Marriage; *Microforms; Womens Education; *Womens Studies
IDENTIFIERS- *Texas A and M University

This two-volume annotated bibliography is designed to provide access to materials in the microtext collection of Texas A&M University's Sterling C. Evans Library that relate to women's history. Volume I presents 96 citations to microform editions of works published by, for, and about women before 1900, and Volume II includes 444 citations to publications written from 1532 to 1984. Most of the works in Volume II date from after 1800, and a large percentage of them deal with women's roles in the political arena. Relevant works of fiction owned on microfilm are not included, but a number of plays are cited. Titles from the following major collections are included: (1) American Culture Series; (2) Confederate Imprints; (3) English and American Drama of the 19th Century; (4) a small sample of works included in the ERIC (Educational Resources Information Center) RIE (Resources in Education) collection; (5) Goldsmiths'-Kress Library of Economic Literature; (6) Major Studies and Issue Briefs of the Congressional Research Service; (7) Microform Publications in Health, Physical Education and Recreation; (8) Radical Pamphlet Literature; (9) Sabin; (10) Sahel; (11) Western Americana; and (12) Women's History: A Literature of Struggle. Bibliographic information, including the library call number, is provided for each entry as well as a brief description of the work. An index to both volumes is also provided. (KM)

ED 286 599 PS 016 790

Wingard, Hal
Guidelines for Implementing the 240-Minute Kindergarten Program.
San Diego City Schools, Calif.
PUB DATE- 18 Jun 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Grouping (Instructional Purposes); Instructional Materials; *Kindergarten; Primary Education; *Program Implementation; *Scheduling; Teacher Role
IDENTIFIERS- California (San Diego)

The purpose of this guide was to provide principals and teachers in San Diego, California with information and guidelines for implementing a 4-hour kindergarten program. Contained in the guide are suggestions for helping teachers (1) plan weekly time allotments in subject areas, (2) plan daily schedules, (3) group students for maximum learning, (4) use support personnel, and (5) implement curriculum content. (PCB)

ED 286 660 PS 016 899

Franco, Fabia

Implicit Causality in Verbal Descriptions of Adult-Infant Interaction.

PUB DATE- Sep 87
NOTE- 15p.; Paper presented at the Annual Conference of the BPS Developmental Section (York, England, September 11-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Attribution Theory; Fathers; *Infants; Interpersonal Relationship; Mothers; *Parent Child Relationship; *Sex Differences; *Social Behavior
IDENTIFIERS- *Adult Child Relationship

It was recently hypothesized that the source of interactional differences between mothers and fathers lies in differences in social perception processes, such as representation of infant and coding of situational variables. From this perspective, the present work analyzes the attribution of causality in interpersonal events related to an episode of interaction between an adult and an infant at play. Mothers, fathers, and male and female nonparents were asked to produce a story for six drawings representing an episode of adult-infant play interaction. An analysis of verbs showed that mothers used state (psychological) verbs in describing infants' behavior more than did fathers and nonparents. Moreover, a within-group comparison of descriptions of adult and infant behavior showed different patterns of causality attribution. Mothers described a logically consequent pattern of causality, whereas fathers described a pattern of conjunction or joint action. Moreover, fathers tended to interpret fewer events in causal terms. Mothers attributed internal psychological states to babies and viewed adults as responding to such states in the play situation. Results show that, in general, the pattern of causality for nonmothers and nonfathers resembles that of mothers, although gender specific patterns were found for some aspects. (Author/RH)

Statistical Abstract, 1986.
Alaska Univ., Fairbanks.
PUB DATE- Mar 87
NOTE- 250p.; Product of the Office of Institutional Research.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Buildings; *College Faculty; College Programs; *College Students; *Degrees (Academic); Educational Certificates; *Educational Finance; *Enrollment Trends; Expenditures; Higher Education; Income; Operating Expenses; Space Utilization; State Surveys; Student Characteristics; Student Financial Aid; Teacher Characteristics; Tenure
IDENTIFIERS- *University of Alaska

The first annual Statistical Abstract for the University of Alaska System provides factual information for use by the Board of Regents, college administrators, and public officials in the development of university plans and programs. Topics cover: enrollments, programs and awards, faculty and staff, facilities and space, fiscal analysis, comparative statistics, and special projects. Statistics are given for: fall 1985 credit headcount by full-time/part-time status, sex, and race; fall 1985 credit headcount by major, sex, race, and university; fiscal year (FY) correspondence study activity; FY 1986 degrees/certificates by race, sex, and program; fall 1985 tenured and nontenured instructional faculty by race and sex; fall 1985 full-time instructional faculty and research faculty by tenure status, rank, and sex; fall 1985 library statistics; fall 1985 instructional space utilization by building, hour of day, and day of week; fall 1985 capacity of residential buildings; FY 1983-1986 unrestricted educational and general revenues and expenditures; FY 1983-1986 restricted current funds revenues and expenditures; FY 1983-1986 state financial aid to students; and FY 1986 faculty salary data by major field. (SW)

ED 286 442 HE 020 760

Agreement between the Board of Trustees of the University of Massachusetts on Behalf of the Board of Regents of Higher Education and the Massachusetts Society of Professors Faculty Staff Union/MTA/NEA.

Massachusetts Univ., Amherst.; National Education Association, Washington, D.C.

PUB DATE- 21 Jan 87
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Librarians; Part Time Faculty; Personnel Policy; *State Universities; Teacher Discipline; Teacher Dismissal; Teacher Responsibility; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- Agency Fees; Dues Checkoff; Faculty Reappointment; National Education Association; *NEA Contracts; Personnel Files; Union Rights; *University of Massachusetts

The collective bargaining agreement between the Board of Trustees of the University of Massachusetts and the Board of Regents of Higher Education and the Massachusetts Society of Professors, an affiliate of the National Education Association, covering the period July 1, 1986-June 30, 1987, is presented. Items covered in the agreement include: unit recognition, affirmative action, management rights, unions rights, dues checkoff, agency fee, academic freedom, consultation, tenure, faculty responsibilities in personnel matters, faculty personnel standards and procedures, faculty responsibilities in academic matters, appointment and reappointment, terms and conditions of employment, faculty workload, performance of bargaining unit work, failure to perform minimum assigned duties, suspension and termination for disciplinary reasons, working conditions, librarians, part-time faculty, retrenchment, no strike provision, personnel files, grievance procedure, salaries, fringe benefits, seniority for administrative service, and annual evaluation of full-time faculty. (SW)

ED 286 456 HE 020 776

Collective Bargaining Agreement between Portland State University Faculty Association, Local 3571, American Federation of Teachers, AFL-CIO, and Portland State University, October 18, 1985-June 30, 1987.

American Federation of Teachers, Washington, D.C.; Portland State Univ., Oreg.

PUB DATE- 85
NOTE- 28p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Freedom; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Grievance Procedures; Higher Education; Records (Forms); *State Universities; Teacher Responsibility; Teacher Salaries; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; Faculty Reappointment; Personnel Files; *Portland State University OR; Union Rights

The collective bargaining agreement between Portland State University and Portland State University Faculty Association, Local 3571, American Federation of Teachers, AFL-CIO, covering the period October 18, 1985-June 30, 1987 is presented. Items covered in the agreement include: unit recognition, union privileges and limitations, fair share, consultation, academic freedom and responsibility, rights of members, appointment-reappointment, personnel files, grievances, arbitration, salaries, reserved rights of the university, and notices and communications. Appendices include: conscientious objection form, letter of offer of appointment, grievance form, grievance-request for review, and notice of intent to arbitrate.

ED 286 484 IR 012 818

Morris, Donald R.
Evaluation of the 1983-84 ECIA, Chapter II Computer Education Project.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Oct 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; Expenditures; *Federal Programs; *Microcomputers; Program Evaluation
IDENTIFIERS- *Dade County Public Schools FL; *Education Consolidation Improvement Act Chapter 2

Following an overview of acquisition, distribution, maintenance, and support activities from 1981-83, the Dade County (Florida) 1983-84 Education Consolidation Improvement Act (ECIA) Chapter 2 Computer Education Project is described and evaluated. Evaluation is based on success in meeting several project objectives: (1) maintenance of existing microcomputer systems; (2) enhancement of the existing microcomputer program; (3) continued development of a software consortium; and (4) purchases for Chapter 1 schools. Distribution of Chapter 2 expenditures by objective is shown. It is concluded that the objectives have been met, and it is recommended and that funding be continued. (MES)

Valauskas, Edward J., Ed.
The Macintoshed Library: Uses of the Apple Macintosh in a Special Library. First Edition.
Merriam Center Library, Chicago, IL.
PUB DATE- 87
NOTE- 21p.
AVAILABLE FROM- Apple Library Users Group, 10381 Bandley Drive, Cupertino, CA 95014 (free as long as supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; Electronic Publishing; *Library Automation; Library Circulation; *Library Technical Processes; *Microcomputers; *Special Libraries
IDENTIFIERS- *Apple Macintosh; *Merriam Center Library IL

This report describes the use of Apple Macintosh computers in the Merriam Center Library (MCL) (Illinois), a small, specialized library located on the campus of the University of Chicago. The appropriateness of the Macintosh for library use and the introduction of Macintosh computers to MCL are briefly discussed, current computer applications are described, software use is summarized, and future plans are considered. In addition, a description of Macintosh files, which makes up the major part of the report, consists of seven articles originally published in the newsletter of the Apple Library Users Group: (1) "Periodicals Management with the Macintosh in a Special Library" (Edward J. Valauskas); (2) "Update on Periodical Management with a Macintosh in a Special Library" (Michael A. Wilson); (3) "Macintosh-Mainframe Applications in a Special Library" (Dennis A. Jenks and Edward J. Valauskas); (4) "Data Massage--the Red-Light District of Data Entry" (Dennis A. Jenks); (5) "Acquisitions Management with the Macintosh in a Special Library" (Michael A. Wilson); (6) "Using the Macintosh to Create a Circulation File for a Special Library" (Michael A. Wilson); and (7) "Publishing Bibliographies with the Macintosh and MacWrite" (Charlotte Ullman). A discussion of the future of the Macintosh in a library environment concludes the report. A listing of ten software sources is appended. (KM)

ED 286 585 PS 016 597

Riese, Marilyn L.

Temperament Stability Across the First Two Years in Full-Term and Preterm Infants.

PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Attention; Comparative Analysis; *Infants; Longitudinal Studies; *Personality; *Physical Activity Level; *Premature Infants; Social Behavior; *Toddlers
IDENTIFIERS- *Stability (Trait)

Stability of temperament over successive ages in the first 2 years was evaluated for 109 full-term and 81 preterm infants who were assessed at 6, 9, 12, 18, and 24 months of age. At each age subjects were engaged in a series of age-appropriate vignettes in the laboratory; experimenters used a structured sequence of activities. Composite ratings were made of emotional tone, attentiveness, activity, and orientation to staff. Correlations computed over ages indicated, for full term infants, significant stability across ages. Significant stability was also demonstrated for two separate measures of period-to-period variability at each age: for emotional tone-variability, beginning at 6 to 9 months; for activity-variability, beginning at 12 to 18 months. The same pattern of stability was not observed for the preterm infants. Stability across ages generally was not observed until the later months of infancy or toddlerhood. Occasionally stability was sporadic, and occasionally it was not observed by 18 to 24 months. Findings indicated that, for full-term infants, stable aspects of temperament were apparent during the first year of life. In contrast, individual differences were not as clearly defined for preterm infants until later infancy or toddlerhood. Results suggested that prematurity depresses longitudinal stability of temperament during the first year of life. (Author/RH)

ED 286 614 PS 016 807

Holloway, Susan D.; And Others
Contrasting Childrearing Beliefs: Mothers and Preschool Teachers in Mexico.
PUB DATE- Aug 86
NOTE- 39p.; Portions of this paper were presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; *Beliefs; *Child Rearing; Comparative Analysis; Family Characteristics; Foreign Countries; *Mothers; Parent Attitudes; Preschool Education; *Preschool Teachers; *Social Behavior; Teacher Attitudes
IDENTIFIERS- Context Effect; *Mexico

The child rearing beliefs of 68 Mexican mothers and preschool teachers were compared. Also investigated were differences in beliefs of mothers in two types of families: the first characterized by interdependent social structures where the actors are closely linked by emotional ties, the second by individualistic social structures where social relations are more instrumental. Findings indicated that preschool teachers expected children to master basic developmental skills at an earlier age than did mothers. Teachers more strongly valued the development of independent and cooperative behavior, and placed less importance on obedience. Teachers also reported employing more flexible and nonauthoritarian discipline strategies than did mothers. The two types of caregivers did not differ on the extent to which they attributed the success of their discipline strategies to their own actions rather than to external factors. In contrast to mothers in independent families, mothers in interdependent families were more likely to believe in later mastery of basic developmental skills and to make external attributions. These findings suggest that Mexican children experience incongruous social norms as they move between home and school, and that these norms, at least within the home, are associated with the social structural features of the setting. (Author/RH)

ED 286 645 PS 016 854

Botkin, Darla; Twardosz, Sandra

Early Childhood Teachers' Affectionate Behavior: Differential Expression to Female Children, Male Children, and Groups of Children.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 87
NOTE- 32p.
GRANT- NIMH-5-R-01-MH-28932
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; *Females; Groups; *Interpersonal Communication; Nonverbal Communication; *Sex Differences; *Teacher Behavior; Teacher Education; *Teacher Student Relationship; Verbal Communication
IDENTIFIERS- *Affectionate Behavior

Examined were differences in the amount of affectionate behavior early childhood teachers expressed to (1) individual children and groups of children, and (2) female and male children. Data were collected through naturalistic observations of 47 female teachers in six day care centers. Teachers' affectionate behaviors and the types of recipients were recorded. Teacher behaviors observed were: smiling, use of affectionate words, active affectionate physical contact (hugging, tickling), and passive affectionate physical contact (holding hands, holding child on lap). The data were converted to percentages and subjected to parametric multivariate analyses of variance. The female teachers were found to express more affection to female children than to male children and more affection to individual children than to groups of children. Implications for teacher training and early childhood programs are discussed. A six-page reference list is attached. (Author/RH)

ED 286 711 SE 048 369

The State of the Environment: Environment and Health 1986. United Nations Environment Programme.

United Nations Environment Programme, Nairobi (Kenya).

REPORT NO.- ISBN-92-807-1130-X; UNEP/GC.14/5
PUB DATE- 10 Jun 86
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; Annual Reports; Diseases; Ecological Factors; Economic Development; Energy; *Environmental Education; Futures (of Society); *Global Approach; *Health; International Cooperation; *International Organizations; *International Programs; Quality of Life; Science and Society
IDENTIFIERS- *United Nations Environment Program

People depend for their well-being on the health of the societies in which they live. This report aims to show that the achievement of sustained development, the promotion of health, and the rational use of environmental resources are absolutely inseparable. Chapter I, "Health Effects of Human Activities With Environmental Consequences," addresses communicable diseases and the health effects of chemical and radioactive pollutants. Chapter II, "Some Major Activities with an Impact on the Environment and, through It, on Health," contains sections on crop rotation and other agricultural activities, land reclamation, water projects for irrigation, the use of agrochemicals, the provision of fuel and energy, the provision of housing, shelter and household services, and the need for economic growth and wide allocation of financial resources. Chapter III, "Development, Environment and Health," pertains to the economics of environmental protection and enhancement, operational methods of analysis and their application to the health impacts of environmental changes, and the interrelationships among all these factors. Chapters IV and V summarize the report and make both general and specific recommendations for action. (TW)

ED 286 725 SE 048 563

Shaw, Jean M.; And Others
Staff Development Project--Mathematics. Grades K-6. Revision.
Mississippi Association of Colleges for Teacher Education, Inc., Jackson.
PUB DATE- 87
NOTE- 450p.; Charts and drawings may not reproduce well. For Staff Development Project--Science. Grades K-6, see ED 285 726.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Arithmetic; Elementary Education; *Elementary School Mathematics; *Experiential Learning; Fractions; Geometry; *Inservice Teacher Education; Mathematical Concepts; *Mathematics Instruction; Mathematics Skills; Measurement; Number Concepts; Problem Solving; *Staff Development; *State Programs
IDENTIFIERS- *Mississippi

This manual was designed for use in conducting staff development sessions for elementary teachers of mathematics in Mississippi in grades K-6. The four topical areas treated in the document are: (1) measurement and geometry; (2) fractions; (3) procedural errors in arithmetic; and (4) problem solving. The number of instructional hours necessary for completing the activities for each topic varies from 2 to 12 hours. The entire instructional program may require from 40-60 hours, depending upon the skill and knowledge base of the participating teachers. The manual was written as an instruction guide for a staff development leader. Each topic begins with a brief overview followed by a series of instructional activities. For each activity, information for the leaders is listed in summary form, followed by the instructional materials to be used, and a description of advanced preparation. Various types of teaching aids, worksheets, record sheets, activity cards, and transparency masters are incorporated into the guide. Since most of the instructional activities require the hands-on manipulation of materials, a maximum of 30 teachers per workshop is recommended. (TW)

ED 286 371 FL 016 921

Ribordy, Francois-Xavier; And Others
L'Education et l'information juridiques dans un contexte bilingue. Etude exploratrice sur la comprehension populaire des lois (Legal Education and Information in a Bilingual Context. Exploratory Study on the Popular Understanding of Laws).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- CIRB-B-162

PUB DATE- 87
NOTE- 103p.
LANGUAGE- French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; Citizenship Education; Cloze Procedure; *English; Foreign Countries; *French; *Knowledge Level; Law Related Education; *Laws; *Readability; Readability Formulas; *Reading Comprehension; Surveys
IDENTIFIERS- Canada; *Legal Information

A study investigated the readability of current laws for Canadian francophones and anglophones. The 63 subjects were asked to read a variety of brief legal texts available in parallel styles in both languages and to answer questions about the texts' content. Subjects were also surveyed about their preference for a formal or vulgarized style of legal writing and their feelings about legal language, and demographic information. The results suggest that (1) legal texts are comprehensible to citizens of at least a tenth-grade education; (2) most people are mystified by the legal world to the point of doubting their own capacity to read and understand legal texts; and (3) preventive legal education is essential for all citizens, both to facilitate socio-legal action and to improve access to legal information. Vulgarization of legal texts is not recommended as the optimal solution to improving this access. (MSE)

ED 286 413 HE 020 673

College Faculty Salaries, 1976-1986. OERI Bulletin, August 1987.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-378b
PUB DATE- Aug 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Rank (Professional); *College Faculty; Higher Education; Males; *Private Colleges; *Public Colleges; *Salary Wage Differentials; Sex Differences; *Teacher Salaries; Trend Analysis; Two Year Colleges; Women Faculty

Trends in college faculty salaries for 1976-1986 are reported based on the surveys of "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty," which are part of the Higher Education General Information Survey (HEGIS). Information is provided on salaries by faculty rank and sex and by type and control of institution. Faculty pay in 1986 was 3% to 6% lower in purchasing power than in 1976-1977. Although salaries decreased at each rank, the average salary in constant dollars for all ranks remained almost unchanged over the 10 years, $32,600 in 1976-1977 and $32,400 in 1985-1986. The reason is that a higher proportion of faculty became professors and earned the highest faculty salaries. While average salaries between ranks showed consistent patterns, there were variations by rank within institutional type (universities, other four-year, and two-year) and control (public or private). In 1985-1986 public universities' average salaries of $36,200 were 9.1% less than the $39,800 earned at private institutions. In other four-year institutions, a different pattern emerged in average faculty salaries. As in 1976-1977, average faculty salaries for men in 1985-1986 were considerably higher than for women. Statistical tables and a technical appendix are included. (SW)

ED 286 515 IR 052 120

Lane, Martha A.
A Summary and Evaluation of the California Literacy Campaign Retreat (Asilomar, California, February 25-27, 1987).
California State Library, Sacramento.

PUB DATE- Feb 87
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Literacy; Adult Reading Programs; Financial Support; *Library Planning; *Library Services; *Literacy Education; Program Descriptions; Program Evaluation; *Public Libraries; Records (Forms); *State Libraries; Teaching Methods
IDENTIFIERS- California; *California Literacy Campaign; *Retreats

This report provides a summary and evaluation of a retreat held for the directors and literacy coordinators of the 46 public libraries participating in the California Literacy Campaign (CLC), their supervisors, State Library staff, and members of the California Library Services Board. Following a brief introduction and overview, descriptions of retreat sessions include: (1) "The Purpose and Vision of the CLC"; (2) "Shared Experiences and Learnings"; (3) "Identification of Priority Issues and Options"; (4) "Making Literacy an Integral Library Service"; (5) "State and Public Library Roles in the California Literacy Campaign"; and (6) "Observations and Recommendations." In addition, appendices incorporated in the body of the report in chronological order provide the following information: (1) the agenda; (2) the keynote address by Gary Strong, state librarian; (3) "The Purpose and Vision of the California Literacy Campaign" (Gary Strong); (4) group assignments; (5) questions and comments addressed to the state librarian; (6) issues brainstormed by groups; (7) large group brainstorming on funds; (8) the directors' ad hoc discussion of funding; (9) the retreat evaluation form; (10) tabulations of evaluations; and (11) evaluations by coordinators, directors, staff, supervisors, persons not self-identified, and board members. Listings of retreat participants by library, California State Library staff and California State Library Services Board retreat participants, retreat resource people, and retreat participant changes are included in a general appendix. (KM)

ED 286 570 JC 870 452

Harnish, Dorothy

Focus on Faculty: A Report on Professional Development at Niagara County Community College 1985-86.

Niagara County Community Coll., Sanborn, N.Y.
PUB DATE- Jun 86
NOTE- 23p.; Prepared by the Office of Academic Affairs.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Community Colleges; *Faculty Development; *Inservice Teacher Education; *Professional Continuing Education; *Professional Development; Program Descriptions; Staff Development; Teacher Workshops; Two Year Colleges

The professional development activities of teaching faculty, librarians, technical assistants, and academic administrators at Niagara County Community College (NCCC) (New York) are reviewed in this report. Twelve major categories of professional development are described: (1) college-sponsored professional development programs; (2) off-campus professional development and travel; (3) compensated absence time for professional development; (4) sabbaticals; (5) State University of New York tuition waivers; (6) tuition-free courses at NCCC; (7) memberships in professional organizations; (8) instructional resource development grants; (9) individual faculty accomplishments; (10) awards and recognition for faculty excellence; (11) faculty evaluation and development; and (12) organizational support structures for professional development. In addition, individual teaching improvement in the form of a faculty mentor system and individual improvement plans are also discussed. Within each category, a brief description of the activity is provided, followed by more detailed information on the extent of college support and faculty involvement. The report concludes with a discussion of the comprehensive nature of professional development at NCCC. (EJV)

ED 286 600 PS 016 791

Richardson, Silvana F.
Child Health Practices Reported by Day Care Center Parents: Implications for Early Childhood Educators.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Association for Childhood Education International Study Conference (Omaha, NE, April 30-May 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Dental Health; Exercise; *Health; Hygiene; Immunization Programs; *Information Sources; Nutrition; *Parent Attitudes; *Preschool Children; Preschool Education; Safety; Sleep
IDENTIFIERS- *Child Health Care; Project Head Start

Part of a larger study of parents' practices regarding children's health, this report focuses on the relationship of such practices to parents' beliefs and knowledge about children's health. The study described factors influencing child health practices and sources of child health information used and preferred by parents. Also examined was the extent to which parents of preschoolers followed health promotion practices in the areas of nutrition, safety, dental and personal hygiene, immunization, sleep and rest, and exercise. Participants were parents of children 2 through 5 years of age who were enrolled in licensed day care centers in the 13 southern counties of a large midwestern state. The 65 centers were stratified according to sponsoring agency: 25 percent government Head Start, 6 percent college or university, 9 percent church, and 60 percent privately sponsored. A sample of 33 centers was drawn randomly from the four strata, providing a sample of 1,464 families. A survey instrument was developed, and 605 of the returned questionnaires were considered acceptable for analysis. Findings suggested that parents were interested in their children's health. Parents reported a high frequency of child health promotion practices. However, results indicated that practices in all seven areas could be improved. (RH)

ED 286 629 PS 016 832

Hughes, Robert, Jr.; And Others
Parenting on Your Own. Circulars 1245-1258.
Illinois Univ., Urbana. Cooperative Extension Service.
PUB DATE- 86
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Coping; Credit (Finance); Day Care; Discipline; Divorce; Emotional Adjustment; Employment Potential; Family Financial Resources; *Loneliness; *One Parent Family; *Parenting Skills; Parent Responsibility; *Self Esteem; *Social Support Groups; *Stress Variables; Time Management

These 14 circulars for single parents provide advice about several aspects of parenting. Contents discuss developing self-esteem, conquering loneliness, managing stress, obtaining social support, managing time, controlling finances, getting and using credit, developing job-readiness skills, searching for a job, disciplining children effectively, securing high quality day care for children, understanding the effects of divorce on children, helping children adjust to divorce, and sharing parenting responsibilities. Supplementing several of the discussions are checklists, self-assessment instruments, memory aids, and exercises designed to help readers more fully understand the single parenting situation. (RH)

Lodholz, Richard, Ed.
A Change in Emphasis (Mathematics in the Transition Years, Grades 7 & 8).
Missouri Univ., Columbia.; Monsanto Fund, St. Louis, Mo.; Parkway School District, St. Louis, MO.
PUB DATE- Apr 86
NOTE- 96p.
AVAILABLE FROM- Parkway School District, Instructional Service Center, 12657 Fee Fee Road, Creve Coeur, MO 63146 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Educational Technology; Estimation (Mathematics); Geometry; Grade 7; Grade 8; Junior High Schools; *Mathematical Concepts; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Skills; Number Concepts; Problem Solving

This collection of papers was solicited from a variety of educators in an effort to provide direction to teachers, curriculum developers and textbook publishers on topics in mathematics education that are consistently mentioned in recent national reports and study groups. The consensus of reports sponsored by various professional associations suggests the topics addressed in this document. It contains papers on: (1) mathematics content; (2) geometry at the middle school level; (3) probability and statistics at the middle school level; (4) the inclusion of number theory in the mathematics curriculum; (5) estimation and mental computation; (6) problem solving; (7) mental images and visual thinking; (8) the role of technology in mathematics education; and (9) the development of teachers' conceptualization of mathematics. Because many of the professional groups addressing these topics have had difficulty in establishing definitions and directions for teachers, this document is an effort to address each topic as it would (should or could) appear in textbooks for students moving from arithmetic to algebra. (TW)

ED 286 756 SE 048 596

Lisowski, Marylin; Disinger, John F.

Cognitive Learning in the Environment: Secondary Students. ERIC/SMEAC Environmental Education Digest No. 1, 1987.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0016
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Cognitive Development; Cognitive Measurement; *Concept Formation; *Environmental Education; Experiential Learning; *Field Instruction; Field Studies; Field Trips; Science and Society; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Social Studies; Teaching Methods
IDENTIFIERS- *Environmental Education Research; ERIC Digests

Cognitive learning related to the environment has typically been subsumed as a part of instruction in the more traditional areas of the secondary school curriculum, in particular in science and/or social studies classes. This digest contains a review of a number of studies dealing with cognitive learning in the environment, investigating the advantages of field instruction for the purposes of concept and content learning. Particular attention is given to efforts in the biological and earth sciences, the subject areas in which much instruction in the scientific aspects of the environment is focused. The relative sparsity of research literature dealing with cognitive learning in the environment is noted. It is suggested that this is an indication that little cognitive instruction in secondary schools takes place in field settings. However, those studies which have been reported tend to indicate that field-based instruction is a teaching technique worthy of additional well-designed implementation by practitioners, along with additional, extensive rigorous study by educational researchers. (TW)

ED 286 386   HE 019 815

Mitchell, Joyce Slayton
College to Career. The Guide to Job Opportunities.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-249-0
PUB DATE- 86
NOTE- 271p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($9.95; 20% discount on orders for 5 or more copies).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *College Graduates; Computer Literacy; Demand Occupations; *Education Work Relationship; *Employment Opportunities; Geographic Distribution; Higher Education; Information Sources; *Job Skills; *Occupational Information; Salaries

Job opportunities in various fields are described for college students. Each description begins with a definition of the job, followed by a report of the tasks involved, usually with perceptions from young people in their twenties or thirties. Each job lists requisite educational, computer, and personal skills. The computer skills are rated from one to six, indicating the skill level necessary for the job. Information about the numbers of people in each career is included, with citations of women and blacks, whenever possible. Specific numbers or percentages of people working for the various types of firms or agencies and the primary geographic locations of each job are provided. Average salaries are also cited for each career. When examining each career category, suggestions are offered for other careers using similar skills and interests. Also covered are: workstyle options, women and work, men and work, assessing one's skills, interviewing people in certain careers, student jobs, internship experiences and stopping school for a while to work, and changing careers. The 12 fastest growing careers are listed, along with the 12 highest paying careers, and 12 of the hottest burnout careers. Twelve atypical jobs are also described. (SW)

Moore, James H.; And Others
Mandatory Student Health Insurance: An Investigation.
PUB DATE- 7 Aug 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Feasibility Studies; *Health Insurance; Higher Education; Marketing; Policy Formation; Program Costs; Questionnaires; *School Policy; School Surveys; Student Needs

The feasibility of developing a policy to make student health insurance mandatory, with right of waiver, was studied by a team of graduate students, and recommendations were presented for an advisory committee and the Arizona Board of Regents. Objectives included: clarifying issues concerning mandatory student health insurance, with particular attention to possible impacts at the universities; and surveying other academic institutions to assess their experience with student health insurance. A telephone survey of U.S. universities with undergraduate enrollment over 20,000 and that offer graduate programs was conducted, and 27 of 31 universities responded. Universities with known mandatory programs were also contacted. Three major issues were identified: the substantial numbers of students without health care insurance; the importance of carefully marketing student health insurance; and the key players who may be affected by a mandatory health insurance policy (e.g., students, student health centers, local providers, the insurance company). Study questionnaires are appended, along with findings concerning insurance cost per student for each surveyed institution. Schools with mandatory and successful voluntary programs are identified. (SW)

ED 286 443 HE 020 761

Agreement between the Board of Trustees of the California State University and the California Faculty Association, Unit 3, Faculty, July 1, 1987-June 30, 1991.

California Faculty Association.; California State Univ. and Colleges Board of Trustees.; National Education Association, Washington, D.C.

PUB DATE- 87
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Personnel Policy; Sabbatical Leaves; *State Universities; Summer Schools; Teacher Discipline; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- California Faculty Association; *California State University; National Education Association; *NEA Contracts; Personnel Files; Union Rights

The collective bargaining agreement between the Board of Trustees of the California State University and the California Faculty Association, an affiliate of the National Education Association, covering the period July 1, 1987-June 30, 1991, is presented. Items covered in the agreement include: unit recognition, management rights, union rights, faculty participation in the union, grievance procedure, personnel files, appointment, probation and tenure, promotion, evaluation, temporary suspension, reprimands, disciplinary action procedure, workload, summer session, paid and unpaid leaves of absence, sick leave, professional development, fee waiver, sabbatical leaves, differences in pay leaves, faculty early retirement program, pre-retirement reduction in time base, salary, benefits, holidays, vacation, outside employment, additional employment, safety, and layoff. Appended are a classification of faculty positions and salary schedules by position. (SW)

ED 286 457 HE 020 920

College Trustee Study machine-readable data file .
Educational Testing Service, Princeton, N.J. Institutional Research Program for Higher Education.
SPONS. AGENCY- American Association for Higher Education, Washington, D.C.; Association of Governing Boards of Universities and Colleges, Washington, D.C.
REPORT NO.- EF000203; ICPSR-7011
PUB DATE- 68
NOTE- The codebook documenting this file was prepared by the Regional Social Science Data Archive of Iowa, University of Iowa, Iowa City, and is available both from them (as Study 225) and from ICPSR (as part of ICPSR-7011).
AVAILABLE FROM- Inter-University Consortium for Political and Social Research (ICPSR), P.O. Box 1248, Ann Arbor, MI 48106. Telephone: (313) 764-2570.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrative Policy; *Administrator Qualifications; College Administration; College Presidents; Decision Making; *Educational Attitudes; Educational Policy; *Governing Boards; *Higher Education; National Surveys; *Policy Formation; Political Attitudes; Role Perception; Sampling; Social Attitudes; *Trustees
IDENTIFIERS- *College Trustee Study

In the fall of 1967, during the 1967-68 academic year, a large scale survey (the "College Trustee Study") was made of members of college and university governing boards. A questionnaire was mailed to the trustees of over 500 colleges and universities in the United States. Responses were received from 5,180 college board trustee members. The survey aimed at discovering who sits on higher education governing boards, what they do, and how they feel about current educational issues. The machine-readable data file (MRDF) resulting from this study records 244 variables for each respondent. The file is arranged by respondent. The respondent's institution is identified by type, affiliation, size, and geographic region. Each respondent is identified by race, sex, religious affiliation, income, board memberships, education, occupation, background, and previous relationship to school. Among the responses gathered are: their role as trustee; familiarity with higher education books and periodicals; amount of time spent on board meetings; fund-raising activities; their views on desirable characteristics of governing boards; opinions on the views of selected U.S. political leaders of the 1960s; attitudes towards educational policies; political and social views; financial donations to colleges. Publications in which the conclusions of this survey have been reported are: (1) "College and University Trustees: Their Backgrounds, Roles, and Educational Attitudes" (ED 028 704); (2) "The New College Trustee: Some Predictions for the 1970s" (ED 045 013). (WTB)

ED 286 469 IR 012 801

Distance Learning Proposal.
Texas Education Agency, Austin.
REPORT NO.- GE7-301-05
PUB DATE- Mar 87
NOTE- 13p.; For a companion document entitled "Guide to Distance Learning As An Alternative Delivery Procedure," see ED 281 515.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Delivery Systems; *Distance Education; Elementary Secondary Education; Guidelines; Instructional Design; *Program Proposals; *Proposal Writing
IDENTIFIERS- *Texas Education Agency

Guidelines for the preparation of a distance learning program plan for submission to the Texas Education Agency (TEA) are presented in this document in outline format. Each of the eight topics to be addressed in the plan is described: (1) funding; (2) the operator or agency responsible for program administration; (3) quality factors in content and delivery; (4) policies and procedures pertaining to faculty; (5) policies and practices pertaining to students; (6) course lists; (7) evaluation design; and (8) annual operating reports to the TEA. Forms for listing course offerings and for requesting individual course approval are appended. (MES)

ED 286 485 IR 012 819

Connor, Ethel Lynne
Evaluation of the Media Services Program.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Jun 85
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Media; Educational Objectives; *Educational Resources; Elementary Secondary Education; *Equipment Utilization; *Media Specialists; *Occupational Information; Principals; Program Evaluation; Questionnaires; Surveys; Teachers
IDENTIFIERS- *Dade County Public Schools FL

This report describes an evaluation of the Dade County (Florida) Public Schools Media Services Program which was conducted to determine the extent to which the district has provided and maintained an adequate media program and the extent to which the goals of the program have been achieved. The major components of the program--the film library, textbook services, instructional television, and library/media services--are identified as the focus of the study. Descriptions of the program and the purpose and procedures of the evaluation are followed by analyses of the data and the results of surveys administered to all media specialists, all school-site administrators, and a random sample of 400 classroom teachers. Six recommendations based on these findings are also provided. The following areas are covered: (1) policies and procedures--district-level guidelines and directives used to administer implementation of the media program; (2) program inputs--resources and services available to media staff and administrators for implementation of school-level media programs; (3) program operations--activities of the administrative and media staff to achieve program goals; and (4) program services and outcomes--the media-related services received by students and instructional staff. Many tables are presented, and copies of the job analysis and media services evaluation surveys are appended. (MES)

ED 286 531 IR 052 136

Johnson, Paul Anthony, Ed.
A World Full of Stories. An Annotated Bibliography of Folk Literature. Traditional Literature and Folklore in Library and Storytelling Programs.
Hawaii Univ., Honolulu. Graduate School of Library Studies.
PUB DATE- 86
NOTE- 158p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Folk Culture; *Legends; Library Services; *Mythology; Program Descriptions; Seafarers; *Storytelling
IDENTIFIERS- British Isles; France; Ghost Stories; Greek Mythology; Hawaii (Maui); Japan; Moon; Norway; *Oral Literature; *Pathfinders; Roman Mythology; Tonga; Tricksters (Folk Culture); USSR (Russia)

The first volume of a projected series entitled "Traditional Literature and Folklore in Library and Storytelling Programs," this annotated bibliography was produced by graduate students in the Traditional Literature and Oral Narration class at the University of Hawaii at Manoa. The bibliography is designed to provide librarians and teachers with information on specific topics related to traditional literature and folklore, guidelines for locating additional information, and suggestions for using the myths, legends, and tales in planning storytelling programs for audiences of any age. The bibliography is divided into 12 sections, 11 of which are topical. Each of these sections includes an introduction, an annotated bibliography of sources, a guide to locating information, and examples of library and storyhour programs for specific topics. A list of 65 references used in writing the introductions and compiling the bibliographies for each topic is provided in the final section. The following topics are covered: (1) "Images of the Moon"; (2) "Folklore of the Sea"; (3) "Legends of the Islands of Maui"; (4) "Oral Literature of Tonga"; (5) "Ghost Stories of Japan"; (6) "Trickster Tales of the Kantchil"; (7) "Russian Folktales"; (8) "Norwegian Folktales"; (9) "The Wee Folk of the British Isles"; (10) "Folktales of France"; and (11) "Greek and Roman Mythology." (KM)

ED 286 544 JC 870 413

Carpenter, Don A., Ed.
Focus: A Forum on Teaching and Learning in Utah Community Colleges, Volume VI.
Utah State Board of Higher Education, Salt Lake City.
PUB DATE- Sep 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *College Faculty; *Community Colleges; Computers; *Computer Uses in Education; Educational Quality; Two Year Colleges
IDENTIFIERS- *Utah

This issue of "Focus" includes nine essays addressing various concerns related to curriculum, theory, research, teaching strategies, student and faculty issues, and other matters pertinent to the Utah community colleges. The issue contains: (1) "Comment: Making Quality 'Job One' in the Community College," by Don A. Carpenter; (2) "Colloquium with Part-Time Faculty: A Conversation about Excellence," by Elizabeth A. Nist, which describes the development of the Utah Valley Community College's writing program; (3) "Strategic Planning, Community Colleges, and Diminishing Resources (Or, How Can I Survive in Tight Times?)" by Carol Berrey; (4) "From the Ivory Tower," by Douglas D. Alder, which describes a career move from university professor to two-year college president; (5) "Stranger in a Strange Land," by Craig Natzke, which discusses the challenges and rewards encountered by a non-Mormon educator in Utah; (6) "Making Our Colleges More International: Promoting a Sense of World Community," by Mary Ann Christison, which stresses the importance of international student programs, study and travel abroad, foreign language instruction, and faculty exchanges; (7) "Integrating Computers into the Curriculum: The Path of Least Resistance," by Nancy Smith, which reports on a study comparing instruction in typewriting and keyboarding taught on typewriters and personal computers; (8) "Computers in Composition: Finding New Connections," by Linda M. Cunningham, which discusses the many ways in which computers are being used at Salt Lake Community College; and (9) "Articulating a Lifelong Comprehensive Curriculum: Education for the Whole Person," by Happi T. Hansen. (EJV)

ED 286 557 JC 870 428

Colby, Anita; Opp, Ron

Controversies Surrounding Developmental Education in the Community College. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 6p.
CONTRACT- 400-86-0051
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Community Colleges; *Developmental Studies Programs; Outcomes of Education; *Program Effectiveness; *Remedial Instruction; *Remedial Programs; Two Year Colleges
IDENTIFIERS- *ERIC Digests

Criticisms have been raised about large scale community college involvement in developmental education. A number of these criticisms seem valid, while others clearly are not. Some of the most commonly voiced concerns include the following: (1) "The community college is the wrong place to provide developmental education"; (2) "Developmental education costs too much"; (3) "Developmental education should be the responsibility of a separate instructional division, not the responsibility of instructors in the collegiate curricula"; (4) "Community college faculty members do not know how to teach literacy"; (5) "There is insufficient articulation between community colleges and secondary schools"; and (6) "Placement and diagnostic tests are not valid." Close examination of these criticisms reveals a lack of understanding of the nature and goals of developmental programs. Remediation is not only the most practical response to declines in student literacy, but it is also at the very heart of an open-door college. Steps to be taken to maximize assistance to students and maintain the integrity of the institution include implementing developmental education throughout the curriculum; mandating counseling, tutoring, and other support services; integrating tutorial and learning laboratory activities with classroom instruction; requiring reading and writing assignments; and using entry and exit examinations. (EJV)

ED 286 646 PS 016 857

de Armas, Maria P.
Facilitating the Collection and Dissemination of Information to Parents of Children in a Child Care Program.
PUB DATE- 87
NOTE- 90p.; Ed.D. Practicum, Nova University. Appended newsletters contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Resources; Day Care Centers; Early Childhood Education; *Immigrants; *Individual Development; *Information Dissemination; Low Income Groups; Newsletters; *Parents; *Spanish Speaking

To improve conditions at a nonprofit day care center serving low-income, mainly non-English-speaking families, this practicum addressed the need of recently immigrated parents to increase their knowledge of child development and available community resources. A total of 52 Hispanic parents were given materials at an information distribution area of the center and also received a monthly newsletter. Responses to questionnaires designed to evaluate increases in parents' knowledge indicated that most participants felt that their knowledge of child development and community agencies had increased. Appendices provide related materials, including a transcript of an interview with the center director which was designed to identify problems; the parent evaluation questionnaire, in English and Spanish versions; histograms of parents' responses to evaluation questions; a list of community resources; and sample copies of newsletters, also in English and Spanish. (RH)

ED 286 661 PS 016 902

Fowell, Nancy; Lawton, Joseph T.
Dependencies between Teacher-Child and Child-Child Contingent Verbal Behaviors in Two Preschool Programs.
Wisconsin Univ., Madison. School of Family Resources and Consumer Sciences.
PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Research; *Preschool Children; *Preschool Teachers; *Questioning Techniques; Responses; *Small Group Instruction; Teacher Effectiveness; Teaching Methods; *Verbal Communication; Videotape Recordings

This study examined the language of teachers and children during small group instruction in two cognitively oriented preschools. A total of 22 small group instruction sessions were videofilmed in each preschool. Lesson relevant utterances from the 44 videotapes were coded for grammatical and cognitive variables. In an examination of five specific verbal contingencies, all involving the use of questions, frequency data were analyzed using a lag-one sequential analysis procedure. Findings indicated that no dependency existed between teachers' open-form questions and children's verbal reference to a self-performed mental operation in both programs. However, significant dependencies did exist between (1) the posing of questions by teachers and children's verbal responses in both programs; (2) children's questions to classmates and an immediate peer response in one program; (3) teachers' process questions and children's verbal reference to a self-performed mental operation in both programs; and (4) teacher's closed-form questions and children's verbal reference to a self-performed mental operation in one program. The effectiveness or ineffectiveness of various questions is discussed in terms of the different instructional procedures employed in the two preschool programs. Implications for teachers are pointed out. (Author/RH)

ED 286 674 RC 016 394

Altschuld, James W.; And Others
Facilitator's Guide to Staff Training for the Rural America Series. Module II: Initial Planning. Research and Development Series No. 149C.
Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 52p.; For related documents, see ED 142 753, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Education; Cooperative Programs; Elementary Secondary Education; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; *Planning; Postsecondary Education; Program Development; Program Guides; *Rural Schools; Small Schools; Staff Development
IDENTIFIERS- *Facilitators; *Rural America Series

One of a series to aid facilitators who train rural career guidance program staff, this module emphasizes the importance of planning in the development of a comprehensive career guidance program. A conceptual model for a planning and implementation cycle is presented, examined, and applied to the initial steps of program planning. Topics addressed include the need for planning; participants in the planning process; formation and functions of planning committees; elements of a program plan; and the process of developing a detailed plan in which tasks, responsible persons, project costs, needed resources, evaluation procedures, and starting and finishing dates are identified. Activities suggested for participant involvement include role playing and completion of a program planning form. Materials included for participants are general guidelines for planning committee member selection, a planning committee member recommendation form, an orientation session agenda, a coordinator's checklist, a program planning guide, a planning and implementation guide questionnaire, and a module-specific evalatuion questionnaire. Five transparency masters for use during the training session are provided. (NEC)

ED 286 686 RC 016 406

Altschuld, James W.; And Others

Facilitator's Guide to Staff Training for the Rural America Series. Module XIV: Case Studies. Research and Development Series No. 1490.

Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 40p.; For related documents, see ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Education; Case Studies; Cooperative Programs; Elementary Secondary Education; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; Postsecondary Education; *Program Development; Program Guides; *Rural Schools; Small Schools; Staff Development
IDENTIFIERS- *Facilitators; *Rural America Series

This module helps the facilitator in training other educators in the effective use of a wealth of field test data gathered through case studies of all nine sites at which the Rural America Series has been rigorously field tested over a 15-month period. The module is particularly valuable in assisting program planners to anticipate and avoid errors in future staff development and program planning for guidance services in rural and small schools. Techniques suggested to present module concepts are a role play interview (text included), small group analysis of specific case studies, and a large group discussion directed at a panel composed of selected participants. Key aspects of the field test outlined in the facilitator summary indicate that: these nine real life examples of the planning process met with varying degrees of success and progress, administrative support is essential for project support, community involvement was not as extensive as hoped, inter-institution cooperation could have been expanded, planning committees were mostly advisory in nature, most sites did make significant progress in planning, and outside support and technical assistance are desirable. (NEC)

ED 286 699 RC 016 430

OTA Study on Indian Health Care. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, Second Session (February 20, 1986).

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 86

NOTE- 59p.; Serial No. 99-97. Some tables may not reproduce well due to marginal legibility.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Alaska Natives; American Indian Reservations; *American Indians; Birth Rate; Eskimos; *Federal Indian Relationship; Federal Programs; Financial Support; *Government Role; Health Facilities; Health Needs; Health Programs; *Health Services; *Medical Care Evaluation; Medical Services; Population Trends; Tribes

IDENTIFIERS- *Indian Health Service

Health care for American Indians and Alaska Natives eligible for medical and health-related services from the federal government, specifically the Indian Health Service (IHS), is assessed. The basic population eligible for IHS services consists of "persons of Indian descent belonging to the Indian community served by the local facilities and program." Eligible Indians may receive IHS services regardless of their ability to pay. IHS estimates its service population by enumerating American Indians, Eskimos and Aleuts living within the geographic boundaries of its service areas, and adjusting those numbers for subsequent years by applying birth and death statistics. The report was requested by the House Subcommittee on Indian Affairs and the House Committee on Interior and Insular Affairs. Principal issues identified by the requesting committee were: the health status of the subject group, services provided in view of their health needs, health delivery systems, and the growing problem financing the high-cost care that IHS facilities cannot provide. Findings and conclusions are summarized, and options on major issues outlined. Information on the Indian population and Federal-Indian relationships is provided. Later chapters trace changing health problems and status, regional health differences and particular concerns among Indians, and describe sources of Indian health care emphasizing IHS programs. (JMM)

ED 286 726 SE 048 564

Lumb, David
Teaching Mathematics 5 to 11.
REPORT NO.- ISBN-0-7099-4128-5
PUB DATE- 87
NOTE- 151p.
AVAILABLE FROM- Nichols Publishing Co., P.O. Box 96, New York, NY 10024 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Achievement; Calculators; Elementary Education; *Elementary School Mathematics; Evaluation Methods; *Foreign Countries; Mathematical Applications; Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Microcomputers; *Problem Solving; Textbook Selection
IDENTIFIERS- *Great Britain

This book attempts to survey some of the current issues of mathematics teaching in elementary schools in Great Britain. Chapter one is an introduction to the material while chapters two and three examine recent reports and suggestions for change and discuss the place of mathematics in the elementary curriculum. Chapter four is devoted to an examination of the mathematical development likely to occur for the child in the elementary years. Chapters five and six consider the problems facing the teacher in trying to accommodate pupils at both ends of the ability range. Chapters seven and eight are concerned with the influence of modern technology on the mathematics taught in the elementary school, as seen by the use of the calculator and the microcomputer. Chapter nine is on problem solving and investigative work. Chapters ten, eleven, and twelve focus on a number of matters connected with the organization of mathematics teaching in the school, consider how decisions are made about textbooks, and review various issues related to the assessment of mathematical progress. The appendix suggests some ways a local authority can provide resource support for an elementary school. (TW)

ED 286 372 FL 016 922

Nizegorodcew, Anna

Discussion Classes at University Level.

PUB DATE- Apr 87
NOTE- 7p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Second Language Programs; College Students; *Communicative Competence (Languages); *Course Content; *Cultural Context; *Discussion (Teaching Technique); *English (Second Language); Foreign Countries; Higher Education; *Role Playing; Second Language Instruction; Student Attitudes
IDENTIFIERS- *Poland

Polish university programs in English as a foreign language (EFL) contain a discussion course whose usual format is student presentations on an assigned topic of general interest. However, the communicative approach has made teachers more sensitive to the authenticity and suitability of the situations used for classroom role-playing. The approach has provided answers on how to develop discussion skills, not on what to discuss, particularly in EFL classes. Whereas many materials have the student acting as a visitor in an English-speaking country, most Polish students have not visited those countries and would be cast more appropriately in the role of a Polish native receiving English-speaking visitors. In addition, most topics introduced in texts are inappropriate for Polish classroom use because of their controversial nature or their unfamiliarity. Instead, the topics should be general enough to have some real appeal to both the students and native English-speakers. A useful approach is to provide students with glossed texts of general interest, followed by recorded discussions of the subject by native speakers, as from a British radio broadcast. (MSE)

Nojan, Mehran; Clemons, Michael L.
Data Base Development for Effective Enrollment Management.
PUB DATE- Jul 87
NOTE- 33p.; Paper presented at the Annual Conference of the Society for College and University Planning (Washington, DC, July 19-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; College Applicants; College Planning; *College Students; *Databases; Educational Benefits; Enrollment Influences; Enrollment Projections; *Enrollment Trends; Higher Education; *Longitudinal Studies; *Management Information Systems; Student Attrition; *Student Characteristics; Trend Analysis
IDENTIFIERS- *State University of New York Coll at Oswego

The design and development of an enrollment management database at the State University of New York College at Oswego are described. A basic premise is that the concept of enrollment management has begun to replace the traditional admissions model. Enrollment management helps the college identify existing and potential markets; determine resource allocation and programming strategies needed to effectively serve its clientele; and forecast enrollment and rates of retention/attrition for various student cohorts, as well as determining the causes of attrition. The primary purpose of the enrollment management database are: to integrate longitudinal external and internal environmental trend data; and to track students from initial contact, through application, enrollment, retention, graduation, and alumni followup. The database provides information that covers: reasons the college is attended; characteristics of matriculants, persisters, and dropouts; and personal and/or institutional variables that affect enrollment, retention, attrition, and the benefits accrued by students as a result of attending the college. Data components of the database are outlined. (SW)

ED 286 414 HE 020 674

Catell, Grace Manion

Community Health Nursing Curriculum. Components in Baccalaureate Nursing Education.

PUB DATE- 87
NOTE- 19p.; Paper presented at the Annual Research in Nursing Conference (1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bachelors Degrees; *Clinical Experience; *College Curriculum; College Programs; *Community Health Services; *Course Content; Higher Education; *Nursing Education

Community health nursing curriculum components in a sample of baccalaureate nursing programs were investigated. Questionnaires were sent to a sample of 12 National League of Nursing (NLN) accredited, generic, baccalaureate nursing programs representative of the four NLN regions in the United States. Community health nursing content in theory classes reflected changing societal needs and changes in the health care system. There were three curriculum patterns for provision of these theory classes and for community health nursing clinical experiences. However, in all programs community health nursing agencies were utilized for clinical laboratory experiences and case load. Also, families were the main focus of client care and both family residences and schools were used as clinical settings. Additional types of clinical experiences were provided in a variety of community settings. The faculty members' preparation was also assessed. There was no statistical significance between instructor and program variables. Results indicate the need for development of a formal mechanism between the university and community health agencies for ongoing assessment of the preparation needed to practice community health nursing. (Author/SW)

Daval, Nicola, Ed.
NCIP: Means to an End. Minutes of the Meeting of the Association of Research Libraries (109th, Washington, D.C., October 22-23, 1986).
Association of Research Libraries, Washington, D.C.
PUB DATE- 87
NOTE- 132p.; For the minutes of the 108th meeting, see ED 278 401.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (ARL members $18.00; nonmembers $30.00 per year).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Cataloging; Conferences; Library Associations; *Library Collection Development; Library Collections; Position Papers; Preservation; Program Descriptions; *Research Libraries
IDENTIFIERS- Association of Research Libraries; Canada; Membership Requirements; *North American Collections Inventory Project; Paper Deacidification; *Research Libraries Group Conspectus; Retrospective Conversion (Library Catalogs); United States

Presentations on NCIP (North American Collections Inventory Project) program developments and future program directions are combined with business meeting minutes in this report from the Association of Research Libraries (ARL). The text of remarks presented as part of a panel discussion on the program theme includes: (1) "Development and Use of the RLG (Research Libraries Group) Conspectus" (David H. Stam); (2) "NCIP in the United States" (Robert C. Miller); (3) "NCIP in Canada" (Marianne Scott); (4) "Internal Uses of the RLG Conspectus" (Anthony W. Ferguson); and (5) "The Conspectus: Issues and Questions" (Millicent D. Abell). In addition, brief reports on group discussions of concerns relating to the NCIP are presented by Donald Koepp, Irene B. Hoadley, Charles E. Miller, David Bishop, and Susan Cote. Business meeting coverage includes reports from the President's Task Force on Membership Criteria, the Executive Director, the Office of Management of Studies, and the President. Reports on the following activities are also presented: (1) the ARL Recon (Retrospective Conversion) Project; (2) the ARL Library Index; (3) the Library of Congress DEZ (diethyl gas diffusion) Project; (4) the Library of Congress Cooperative Cataloging Project; and (5) the Council on Library Resources Commission on Preservation and Access. Appendices provide background information on the NCIP; an ARL activities and status report; an OMS (Office of Management Studies) status report; and lists of meeting participants, members of the ARL board, task forces and committees, and member libraries. (KM)

ED 286 571 JC 870 455

Osborn, Catherine

Maricopa Community Colleges Alumni Study, 1986-87.

Maricopa County Community Coll. District, Phoenix, Ariz.
PUB DATE- 18 Sep 87
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alumni; *College Graduates; Community Colleges; Graduate Surveys; *Individual Characteristics; Private Financial Support; Questionnaires; *School Attitudes; *School Support; Two Year Colleges; Two Year College Students; Volunteers

A study was conducted by the Maricopa Community College District's (MCCD's) Office of Resource Development to develop a database that would support the needs of district colleges for a systematic plan to identify, locate, interest, involve, and garner civic and financial support from former students. A questionnaire was sent to 12,319 identified MCCD alumni, requesting information on alumni characteristics, the opportunities and services the alumni would like the colleges to provide, and willingness to volunteer for various college support activities. Study findings, based on a 12.2% response rate, included the following: (1) the typical respondent was a white, married woman, 39 years of age, with 2.5 children; (2) 75% of the repondents indicated they would like to have a continuing affiliation with the community college they attended; (3) 48.7% indicated that they had earned a degree, a diploma, and/or certificate from other institutions; (4) over 33% indicated a yearly income of over $25,000; (5) of those earning degrees from other institutions, 30.3% indicated they held more than one degree (i.e., 57.6%, bachelor's degrees; 21.6%, master's degrees; and 3.3%, higher level degrees; (6) 50.1% indicated that they would benefit from continuing education courses, 47.7% from receiving regular information about college programs and activities, 36.7% from eligibility for fitness courses, and 35.6% from access to library services; and (7) when asked about interest in volunteer activities, 13.9% expressed an interest in being an on-campus guest speaker or instructor, 12.5% were interested in being a professional contact for students, and 10.5% expressed an interest in alumni committees. Recommendations and the survey instrument are included. (EJV)

ED 286 586 PS 016 607

Mitchell, Anne W.

Public Schools and Young Children: A Report of the First National Survey of Public School Districts Regarding Their Early Childhood Programs.

PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Size; *Early Childhood Education; Educational Benefits; National Surveys; Paraprofessional Personnel; Parent Participation; *Program Content; *Public Schools; Questionnaires; Salaries; *School Districts; *School Involvement; Special Education; Teacher Qualifications; Teacher Student Ratio
IDENTIFIERS- Project Head Start; School District Questionnaire

Provided are findings of a survey of public school districts conducted by the Public School Early Childhood Study, a 30-month, three-phase investigation of the involvement of public schools in the delivery of early childhood programs. The district survey was designed to answer two basic questions: (1) What kinds of early childhood programs do school districts run? and (2) What are the characteristics of these programs with regard to details of operation, funding, staffing, ancillary services, eligibility, and involvement of parents and particularly working parents? The survey consisted of a district overview and program questionnaires. A total of 1,225 districts completed the district overview; 1,681 program questionnaires were returned. Findings concern program operation, class size and ratios, teacher qualifications, paraprofessionals, salaries and benefits, and parent involvement. There were more special education programs than any other kind of program, and more were enrolled in Head Start programs than in any others. It is concluded that a major trend in early childhood education is the increasing involvement of public schools as providers of early childhood programs. Additional questions raised by the data are discussed and survey instruments are provided. (RH)

ED 286 601 PS 016 792

Shantz, Carolyn Uhlinger
The Promises and Perils of Social Conflict.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Conflict; Definitions; *Interpersonal Relationship; Research Problems
IDENTIFIERS- *Social Conflict; *Social Processes

Discussed in this paper are elements of an empirically adequate definition of social conflict, issues of conflict, and interactions between conflict and social relationships. Social conflict is initially defined as overt opposition between at least two people. Additional implications and facets of unilateral and mutual opposition are subsequently explored. Discussion of conflict issues touches briefly on the necessity of considering the meaning of manifest issues, and the possibilities of symbolic and changing issues within any one conflict episode. Highlighted in the discussion of children's conduct in conflict episodes are (1) social developmental findings concerning strategy differences when friends are in conflict with acquaintances, and (2) sociolinguistic findings on the function of oppositions in pretend play episodes and on individuals' active reasoning in their discussions of sociomoral issues. The topic of interactions between conflict and social relationships is discussed in terms of the function of conflict in increasing familiarity, and the effects familiarity may have on conflict behavior. (RH)

ED 286 615 PS 016 808

Goldberg, Wendy A.; And Others
Working Parents' Expectations and Perceptions of Their Young Children.
PUB DATE- Apr 87
NOTE- 13p.; Revised version of paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employed Parents; *Expectation; Fathers; Mothers; *Parent Attitudes; Role Conflict; *Sex Differences; *Young Children
IDENTIFIERS- Commitment; *Parent Expectations

This study tests the hypothesis that men's and women's psychological commitment to parenting and work exerts an influence on their expectations for and perceptions of their children's behavior. Subjects were 104 fathers and 194 mothers, each with a preschool child, who were employed in a wide range of occupations. Data were collected by means of mailed questionnaires, which included new and existing measures of: (1) work and family life; (2) perceptions and expectations of children's behavior; (3) spousal support for work and family roles; and (4) role strain. Findings indicated that commitments to work and parenting were associated with fathers' expectations for and mothers' perceptions of children's behavior. Fathers' expectations for mature behavior were influenced by patterns of work and parenting commitments. Fathers with stronger work commitment expected more mature behavior. Mothers' perceptions of their preschoolers' behavior were most favorable when mothers held high commitments to both work and parenting. For fathers, low parenting commitment was associated with greater role strain. No significant associations between role strain and work and parenting commitments were found for mothers. For mothers and fathers, higher role strain was accompanied by less favorable perceptions of their preschool children. For both parents, greater spousal support was related to more favorable perceptions of children. (Author/RH)

ED 286 630 PS 016 833

Doyle, Anna-Beth; Connolly, Jennifer
Negotiation and Enactment in Social Pretend Play: Relations to Social Acceptance and Social Cognition.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 13 Jun 87
NOTE- 24p.; For related document, see ED 279 412.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; Cognitive Ability; Hypothesis Testing; *Interpersonal Competence; Popularity; *Preschool Children; Preschool Education; *Pretend Play; Social Adjustment; *Social Cognition
IDENTIFIERS- *Metacommunication; *Negotiation Processes; Social Acceptance; Theory Development

Theoretical conceptions of the value of social pretend play in the socialization process have focused on two potentially different mediating factors: play enactment and negotiation of the rules for play. In this study, observational measures of enactment were distinguished from negotiation so as to examine their independent and joint relations to social adjustment, social acceptance, and social role-taking. Participants were 62 boys and girls who were observed during free play in their day care centers. Specifically examined were the differential relations of both explicit metacommunication about social pretend play and social pretend play enactments to social adjustment, social acceptance, and social cognition. Five measures of social competence were collected: a teacher rating of social adjustment, one teacher and two peer measures of popularity with peers, and a measure of social cognitive skill. Findings indicated that play enactment and negotiation of play were significant correlates of peer popularity as measured by peer likability ratings and by positive peer nominations. Pretend enactment accounted for more of the total variance than did negotiation. Enactment was significantly correlated with popularity independently of negotiation, but the reverse was not true. It is concluded that findings are consistent with traditional views emphasizing the functional significance of pretend transformations per se. (Author/RH)

ED 286 712 SE 048 370

The State of the World Environment, 1987. United Nations Environment Programme.

United Nations Environment Programme, Nairobi (Kenya).

REPORT NO.- ISBN-92-807-11342; UNEP/GC.14/6
PUB DATE- Apr 87
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; Air Pollution; Annual Reports; Ecological Factors; Economic Development; *Environmental Education; International Cooperation; *International Organizations; *International Programs; Population Growth; *Quality of Life; Science and Society; Water Quality
IDENTIFIERS- *United Nations Environment Program

One of the main activities assigned to the Governing Council of the United Nations Environment Programme (UNEP) is to review the world environmental situation to insure that emerging environmental problems of wide international significance receive appropriate and adequate consideration by governments. Accordingly, UNEP has assessed the state of the global environment for 1988. Chapter I, "Environmental Quality," addresses such issues as air quality and atmospheric issues, water quality, the marine environment, land use patterns, and terrestrial biota. Chapter II, "Development and Environment," contains sections on population growth, human settlements, transport and tourism, agriculture and food production, industrial development and energy. Chapter III, "Environmental Protection Measures," deals with public perception and attitudes and national and international responses. Also included is a summary of the 1987 status report and an extensive list of references. (TW)

ED 286 757 SE 048 597

Blosser, Patricia E.
Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconceptions Research. ERIC/SMEAC Science Education Digest No. 2, 1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0016
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Cognitive Measurement; Cognitive Processes; *Cognitive Structures; *Concept Formation; Learning Processes; *Misconceptions; Science Education; *Science Instruction; *Scientific Concepts; Secondary Education; *Secondary School Science
IDENTIFIERS- ERIC Digests

Some science educators who are interested in conceptual development have considered the phenomenon of student misconceptions and alternative frameworks. Researchers have used a variety of terms to describe the situation in which students' ideas differ from those of a scientist about a particular concept. This digest was produced to briefly describe what this area of research encompasses, including a delineation of the terminology being used, ranging from misconceptions, to preconceptions, naive theories, alternative conceptions, and alternative frameworks. The document highlights some of the findings from a few relevant studies involving secondary school students. In addition, it attempts to communicate some of the implications of misconceptions research for teaching secondary school science. (TW)

Freed, Chester W.
Report of the Statewide High School Post-Graduate Survey, Class of 1986.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE- May 87
NOTE- 55p.; Survey questionnaire may not reproduce well due to small print size.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Attendance; *Educational Background; *Employment Experience; Graduate Surveys; Higher Education; *High School Graduates; Questionnaires; Salaries; Secondary School Curriculum; State Surveys; *Student Attitudes; Vocational Education
IDENTIFIERS- *Delaware

Results of the Delaware High School Post-Graduate Survey for the class of 1986 are presented, with attention to graduate ratings of school services and programs, high school curriculum, present employment or student status, job salaries, vocational graduates, and graduates continuing their education. Delaware public high schools graduated 5,498 students in June 1986; 3,417 of these graduates returned usable follow-up questionnaires. Findings include: 30% of the graduates were working and not continuing their education, 25% were working and continuing their education, 26% were continuing education but not working, and 5% were in the military. For 1,134 vocational graduates, 75% were employed 6 months after graduation, and two-thirds of these were employed full-time. For the 1,193 who were continuing their education, 87% were full-time and 8% were part-time at college, while 5% were in other than college continuing education. Approximately, one-thrid attended the University of Delaware, about one-third attended other colleges in Delaware, and the remaining one-third attended colleges outside Delaware. Two-thirds of those enrolled in college were from the college preparatory curriculum. The questionnaire is appended. (SW)

Minnesota Technology Demonstration Sites.

Minnesota Curriculum Services Center, White Bear Lake.; Minnesota State Dept. of Education, St. Paul.

REPORT NO.- B820b; MSCS-1702-286500
PUB DATE- Jan 86
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; *Demonstration Programs; Educational Objectives; Educational Research; *Educational Technology; Elementary Secondary Education; *Information Technology; State Programs; *Telecommunications
IDENTIFIERS- *Minnesota

Reasons for the importance of using technology in education and problems encountered by Minnesota schools in maximizing the potential of modern technology are discussed in the introduction to this report, which also summarizes actions taken by the state legislature to support technology utilization, inservice training for the use of technology, courseware package evaluation, courseware purchase, courseware package development, and technology demonstration sites. Programs at the 20 demonstration sites in the state are then described individually, including their technological focus, objectives, areas of research, and a contact person. The various technologies that can be observed at the sites are noted, including: (1) microcomputers; (2) networked computer labs; (3) computer literacy and programming curricula, K-12; (4) instructional television; (5) teleconferencing; (6) automated libraries; (7) computer software; (8) video production; (9) two-way interactive television; (10) satellite telecommunications; (11) robotics; (12) computer networks; and (13) online databases. Line drawings are used to illustrate many of the individual reports. (MES)

Haggerty, Maxine R., Ed.; Frear, Ruth A., Ed.
Proceedings of the Symposium on Public Access to Federal Government Information (Salt Lake City, Utah, February 7, 1986).
Utah Library Association, Salt Lake City. Government Documents Round Table.
SPONS. AGENCY- Utah Univ., Salt Lake City. Hinckley Inst. of Politics.
PUB DATE- Jun 86
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; Censorship; Constitutional Law; *Federal Government; *Federal Regulation; Financial Problems; *Government Publications; *Information Dissemination; Position Papers; Public Agencies; Trend Analysis
IDENTIFIERS- First Amendment; *Information Management; *Information Policy; Reagan (Ronald); United States

This symposium for the general public was designed to foster citizen awareness and evaluation of and response to changes in the traditional availability of federal government information that limit public access. Following a list of acknowledgements and the program schedule, welcoming remarks by Maxine R. Haggerty, chair of the Utah Library Association Government Documents Round Table (GODART), and introductory remarks by Ted Wilson, Director of the Hinckley Institute of Politics, are presented. In addition, the full text is provided for the following symposium panel presentations: (1) "President Reagan, the Regulars Are Coming!" (J. D. Williams); (2) "Trends in Our Society and Government That Are Challenging Traditional Concepts of Access" (Eileen D. Cooke); (3) "Issues in the Management and Dissemination of Federal Information" (Kenneth B. Allen); (4) "Information, Please! The Human Costs of the Information Shortage" (Donna A. Demac); and (5) "Legal/Constitutional Aspects of the Changing Patterns of Access" (Scott M. Matheson, Jr.). An edited transcript of the questions and answers that followed the panel discussion are also included, and brief biographies of the panel participants are provided. (Author/KM)

ED 286 647 PS 016 858

Allen, Jan; Catron, Carol
Researchers at the Center: Suggestions for Early Childhood Educators.
PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Research; Early Childhood Education; Guidelines; School Policy; *Teacher Responsibility
IDENTIFIERS- *Research Implementation; *Teacher Researcher Cooperation

Suggested are ethical and programmatic issues for early childhood educators and administrators to consider. These issues concern children's participation in research and the process of working with researchers in day care centers. Questions to ask of researchers concern research objectives; approval of the research by a committee for human subjects use; research methods; number of subjects needed; nature of subjects' involvement; benefits of the research; methods of dealing with parents' questions and concerns; processes for obtaining subjects' cooperation and consent; means of handling children's distress; maintenance of subjects' confidentiality; staff involvement; need for changes in curriculum and environment; and use of research results. As examples, nine guidelines for research in day care centers are provided. (Author/RH)

Industrial Waste Treatment. A Field Study Training Program.
California State Univ., Sacramento. Dept. of Civil Engineering.; California Water Pollution Control Association, Sacramento.
SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Water Programs.
PUB DATE- 87
NOTE- 645p.; For another manual in this series, see SE 048 582. For earlier manuals under the title "Operation of Wastewater Treatment Plants," see ED 196 689. Diagrams and other illustrations are included. Pages containing final examination and answers are printed on dark grey paper and may be illegible.
GRANT- T900690010
AVAILAPLE FROM- Office of Water Programs, California State University, Sacramento, 6000 J St., Sacramento, CA 95819-2694.
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Science; *Environmental Education; Environmental Standards; *Environmental Technicians; Higher Education; Sanitation; Science Activities; Science Education; *Science Instruction; Science Tests; Sludge; Technological Advancement; Vocational Education; Waste Disposal; *Waste Water; *Water Treatment

This operations manual represents a continuation of operator training manuals developed for the United States Environmental Protection Agency (USEPA) in response to the technological advancements of wastewater treatment and the changing needs of the operations profession. It is intended to be used as a home-study course manual (using the concepts of self-paced instruction) or as a textbook for college and university courses. It contains chapters on: (1) the industrial plant operator; (2) activated sludge; (3) physical-chemical treatment; (4) instrumentation; (5) industrial waste monitoring; (6) industrial waste treatment processes; and (7) maintenance. Each chapter contains textual information, discussion and review questions, suggested answers, and an objective test. Included in the appendix are a final examination, tips on solving industrial waste arithmetic problems, a glossary of terms, and an index. (TW)

ED 286 387 HE 019 873

Index of Majors, 1986-87. Ninth Edition.

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.

REPORT NO.- ISBN-0-87447-255-5
PUB DATE- 86
NOTE- 769p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($12.95).
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Church Related Colleges; College Admission; *College Programs; *College Students; Cooperative Education; Degrees (Academic); External Degree Programs; Higher Education; Honors Curriculum; Independent Study; Internship Programs; *Majors (Students); *Nontraditional Education; Student Exchange Programs; Study Abroad; Teacher Education; Weekend Programs

Information on over 500 major fields of study and the 3,000 colleges and graduate institutions that offer these programs at associate, bachelor's, master's, doctor's, and first-professional degree levels is provided for the 1986-1987 academic year. There are 17 special academic programs covered: accelerated program, combined bachelor's/graduate degree, cooperative education, double major, external degree, honors program, independent study, internship, liberal arts and career combination, semester at sea, student-designed major, study abroad, teacher preparation, United Nations semester, visiting/exchange student program, Washington semester, and weekend college. A listing, by state, of colleges that offer each program is provided. Colleges that subscribe to the Candidates Reply Date and the Early Decision Plan Agreements, two special admissions programs, are listed. Definitions of these programs are provided in a glossary. The 51 religious denominations and organizations and the colleges that reported affiliations are also listed by state. In one index majors are grouped into general categories corresponding to the Higher Education General Information Survey taxonomy. A second index lists all major fields of study alphabetically. (SW)

ED 286 444 HE 020 762

Agreement between Board of Trustees of Nebraska State Colleges and the State College Education Association, July 1, 1986-June 30, 1989.

National Education Association, Washington, D.C.; Nebraska State Coll. Education Association.; Nebraska State Colleges, Lincoln.

PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Rank (Professional); Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Nontenured Faculty; *State Colleges; Summer Schools; Teacher Salaries; Tenure; Tenured Faculty; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; *Nebraska State Board of Trustees; Nebraska State College Education Association; Union Rights

The collective bargaining agreement between the Board of Trustees of the Nebraska State Colleges and the State College Education Association, covering the period July 1, 1986-June 30, 1989, is presented. Items covered in the agreement include: unit recognition, nondiscrimination, grievance and arbitration procedure, teacher starting salaries by rank, faculty salary increases in case of rank promotions, salary increases for faculty earning new doctorates, compensation for overload and summer sessions, fringe benefits, use of college facilities and services, association activities, reduction in force (layoff), criteria for layoff of employees, payroll deductions, tenure, and dismissal of tenured and nontenured faculty. (SW)

ED 286 486 IR 012 820

Schlenker, Richard M.
Introduction to the Atari Computer. A Program Written in the Pilot Programming Language.
PUB DATE- 19 Jun 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Microcomputers; Programing; Programing Languages
IDENTIFIERS- *Atari; *Pilot Programing Language

Designed to be an introduction to the Atari microcomputers for beginners, the interactive computer program listed in this document is written in the Pilot programing language. Instructions are given for entering and storing the program in the computer memory for use by students. (MES)

ED 286 545 JC 870 414

Wentworth Institute of Technology Factbook. Issue #7.
Wentworth Inst. of Technology, Boston, MA.
PUB DATE- Feb 87
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; *College Administration; College Applicants; College Graduates; College Programs; Degrees (Academic); Educational Finance; *Enrollment Trends; Fund Raising; *Institutional Characteristics; Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Wentworth Institute of Technology MA

Current and historical information on the Wentworth Institute of Technology (WIT) is provided in this factbook, with focus on college programs, applicants, enrollments, graduates, and other services. Part I provides a brief overview of the 83-year history of the college. Part II looks at the organization and administration of WIT, including data on affirmative action and staffing trends. WIT programs are the focus of part III, which considers degree programs; such research and professional services as Air Force contracts and faculty research incentives; international programs with the People's Republic of China, Philippines, and Republic of China; and the cooperative education program. Part IV offers longitudinal data on fall opening enrollments, enrollment by division, enrollment by program of instruction, student population by terms, freshman enrollment by curriculum, first-year enrollment by technology and degree, enrollment of individual colleges and divisions, student characteristics, enrollment of foreign nationals, geographic breakdown of students, and Scholastic Achievement Test scores. This section also lists the degrees and certificates awarded and programs offered in 1986-87, along with information on college graduates. Part V presents information on a variety of other topics, including financial aid, tuition, operating revenue, annual expenses, fund-raising efforts, student and athletic activities, and campus facilities. (AYC)

ED 286 558 JC 870 429

Mabry, Theo N.
Enrollment Management. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 87
NOTE- 6p.
CONTRACT- 400-86-0051
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Administration; *College Planning; Community Colleges; *Enrollment Influences; Enrollment Trends; Institutional Mission; Marketing; *School Holding Power; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Enrollment Management; *ERIC Digests

Simply stated, enrollment management is the process of defining enrollment goals and establishing procedures to reach these goals. The approach consists of a variety of interdependent activities, which can include the clarification of institutional mission, long-range planning, academic program planning, marketing and recruitment, retention, and career planning and placement. A major factor underscoring the need for enrollment management is the decline in the numbers of traditional college-aged students--by 1994, it is forecast that there will be a 26% drop in higer education enrollments nationally, with some regions dropping by 43%. Suggested methods of implementing enrollment management vary. Some recommend that enrollment management emanate from the Board of Regents, which should: focus the mission statements of each segment of postsecondary education by stipulating what it can and cannot do; tighten admissions standards; and establish strong mandatory transferability of credits. Some colleges are attempting to exercise greater control over the destiny of their institutions by implementing strategic planning with short- and long-range marketing plans. Enrollment management is an attempt by institutions of higher education to control the size of enrollments through a better understanding of the factors that influence enrollment patterns, and the establishment of structures and procedures to contact more potential students and influence their decisions concerning college choice and attendance. (EJV)

ED 286 662 RC 016 152

Geipel, Robert
Schools, Space and Social Policy: Educational Provision for the Children of Migrant Workers in Munich. International Monographs in Community and Educational Policy Studies.
REPORT NO.- ISBN-0-85323-415-9
PUB DATE- 86
NOTE- 47p.; Translated by N. M. Beattie.
AVAILABLE FROM- Centre for Community and Educational Policy Studies, University of Liverpool, 19 Abercromby Square, L69 3BX, Liverpool, England.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Educational Discrimination; *Educational Policy; Elementary Secondary Education; Equal Education; Foreign Countries; *Migrant Education; Urban Demography; *Urban Education
IDENTIFIERS- *West Germany (Munich)

Three aspects of the problem of school provision for the children of migrant workers in a major European city (Munich), which hitherto have usually been viewed in isolation, are linked together in this paper. These aspects are problems of the infrastructure of education, viewed in the context patterns of urban development and shifts of population in metropolitan areas, intensified by social consequences of the employment of migrants as they occur in highly urbanized areas in the Federal Republic of Germany. Following an introduction, Section 2 describes current provisions for migrant workers' children and factors contributing to the segregation processes. Section 3 discusses problems raised by special educational institutions for particular national groups and their possible positive and negative consequences. Section 4 considers alternative courses of action: assimilation or separate development. Section 5 addresses problems of transportation for children of migrant workers. A conclusion suggests that to guarantee the parental rights of choice and the right of children to undisturbed development means offering alternatives of integration or of maintaining the capability to return home, and that would involve offering numerous patterns of schooling, which should be practicable only over certain population thresholds, and even then, probably not for all national groups. (NEC)

White, Voncile
Longitudinal Study of Catholic College Undergraduates' Affiliation and Faith Development.
PUB DATE- Aug 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance; *Beliefs; *Catholic Schools; Church Related Colleges; *College Students; *Developmental Stages; Higher Education; Longitudinal Studies; *Participation; *Religion; Student Development

Faith stage development of Catholic college seniors was compared with their levels of denominational affiliation as a follow-up of a similar study of the students during their sophomore year. The students were male and female dormitory residents from the liberal arts and business schools of an eastern Catholic university. Affiliation was defined as the degree or level of participation in religious functions, while faith development was measured by the Fowler Faith Development Interview Guide, which indicates respondents' ways of shaping and interpreting meaning from their lives. Mean faith stage scores of high and low affiliates and interviews from 1984 and 1986 were compared. The group means for both years showed a modest trend toward "higher" more complex faith stage reasoning. Like most developmental theories, however, faith stage advancement is highly correlated with chronological maturity. Most students seemed to be in a transition that is likely to continue at least throughout young adulthood, according to Fowler's predictions. In Fowler's system, adulthood is heralded when one begins to construct stage four, Individuative Reflective Faith. (SW)

Blume, S.; Amsterdamska, O.
Post-Graduate Education in the 1980s.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-12980-4
PUB DATE- 87
NOTE- 85p.
AVAILABLE FROM- OECD Publications and Information Centre, 2001 L Street, N.W., Suite 700, Washington, DC 20036-4095.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Doctoral Degrees; *Education Work Relationship; *Enrollment Trends; Foreign Countries; *Graduate Study; Higher Education; Labor Market; Masters Degrees; Professional Education; Specialization; Student Attrition; *Student Characteristics; Student Costs; *Student Financial Aid
IDENTIFIERS- Australia; Finland; France; Greece; Japan; *Organisation for Economic Cooperation Development; Sweden; Switzerland; United Kingdom; United States

Major changes in postgraduate education since the 1970s in countries belonging to the Organisation for Economic Cooperation and Development (OECD) are examined. Postgraduate education refers to specialized or research training after the receipt of a university degree. The basis of analysis includes: analyses provided by authorities in Australia, Finland, France, Japan, Greece, Sweden, Switzerland, the United Kingdom, and the United States; visits to France and Sweden; and case studies of the Netherlands and Norway. Attention is directed to: the changing scale and structure of post-graduate education, the changing composition of the study body, financing postgraduate study, institutional location, the duration of research training and the issue of noncompletion, and employment/unemployment of higher degree graduates. Information is provided on: postgraduate enrollment data for six countries for 1973-1983; degrees awarded by field of study; the participation of women in postgraduate studies; the age of postgraduate students; foreign student enrollments; student financial aid policies; and the number of U.S. employed doctoral scientists and engineers by field, sex, sector of employment, and primary work activity, 1973-1981. (SW)

ED 286 532 IR 052 147

Cubberley, Carol W.

An Examination and Analysis of Circulation Patterns in the Nursing Books of an Academic Library.

PUB DATE- 83
NOTE- 21p.; Doctor of Arts in Information Science Practicum, Nova University. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Libraries; *Books; Higher Education; *Library Circulation; *Library Collection Development; *Library Collections; Library Material Selection; *Nursing; Publishing Industry; Statistical Analysis; User Needs (Information); Use Studies

This report describes a use study designed to facilitate the selection of books that will be needed and used by identifying heavily used subjects and publishers in an academic library's collection of nursing books. Discussions include the study background and significance, study limitations, and basic assumptions. In addition, the procedures for data collection are described, including an inventory of the entire collection of 522 nursing books to ascertain their availability for use; the identification of classifications with average circulations higher than the average for the entire collection; and the analysis of publishers to determine those whose books circulated heavily. Based on the findings of this examination, it was considered prudent to purchase all the nursing output of those publishers who most frequently publish nursing books and to purchase duplicates in those classification areas which receive heavy circulation. It was also decided to test the significance of the study findings by monitoring the use of the books purchased as a result of the study and to conduct a user survey to determine user perceptions of collection adequacy. In addition, the use of Spearman rank order correlation to compare sample analysis with complete set analysis indicated that sampling would not be an acceptable technique for examining collections of this size. Statistical results are presented in three tables, and eight references are provided. (KM)

Keller, Monika; And Others
The Conception of Preconventional Morality: Some Further Doubts.
PUB DATE- May 87
NOTE- 28p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Cognitive Development; Foreign Countries; *Moral Development; Punishment; Theories
IDENTIFIERS- *Fairness; Iceland; Kohlberg (Lawrence); *Moral Reasoning; Theory Development

A study was made to follow up on questions about the conception of preconventional moral reasoning in Kohlberg's cognitive development theory. Based on earlier findings, the following hypotheses were formulated: (1) children will express genuine fairness and interpersonal concerns at the level of preconventional moral reasoning; (2) while children's moral reasoning at stage 1 may be characterized by unilateral respect for rules or unquestioned rule obedience, a punishment orientation will not be a predominant concern; and (3) moral reasoning at stage 2 cannot be explained exclusively by the model of instrumental exchange; children's arguments will show genuine concern for the welfare of others and an acceptance of moral rules which have the purpose of protecting the psychological well-being of others. Participants were 65 urban Icelandic children aged 7, 9, and 12 years, who were presented with a modification of Kohlberg's classical Judy dilemma. Findings supported the contention that genuine interpersonal and fairness concerns are present at the preconventional level; refuted the assumption of a punishment orientation in the young child; and supported the idea of an unquestioned respect for rules. It is concluded that the findings present a serious challenge to the basic theoretical assumptions underlying Kohlberg's theory of moral development. (RH)

ED 286 616   PS 016 811

Cherry, Florence J.

Working with Single-Parent Families: A Manual for Conducting Workshops with Single Parents. A Facilitator's Guide.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

PUB DATE- 87
NOTE- 293p.
AVAILABLE FROM- Cornell University, Distribution Center, 7 Research Park, Ithaca, NY 14850 ($10.25; includes shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Employed Women; *Family Problems; Instructional Materials; *One Parent Family; *Problem Solving; Teaching Guides; *Workshops
IDENTIFIERS- *Role Preparation; *Social Roles

Part I of this curriculum guide outlines six workshop sessions. The instructional materials included were designed to support single parents as they identify and confront problems with which they and their children must cope. Some of the topics addressed are the need to help single parents begin to think of and see themselves as individuals as well as parents; an exploration of the myths that society has developed about single parents and their children; and the methods parents can use to deal with younger and older children in meaningful ways. Part II, which covers four sessions, focuses on the problems and issues that single parents must resolve when they decide to work outside the home. This part presents techniques for avoiding conflicts and for coping with the effects of out-of-home activity on child care and household management. In addition, the process of mentally and physically preparing for work is explored and advice is offered on aspects of the process such as assessing job skills by using a newspaper's classified section, and role-playing the job interview. Appended materials contain a detailed review of the basic training techniques facilitators use in presenting the workshops. Also included are profiles of older single parents and teenage parents and discussions of their needs and the needs of their children. (RH)

ED 286 631 PS 016 835

Travis, Nancy; Perreault, Joe

Family Day Care: An Option for Rural Communities.

Save the Children, Atlanta, GA. Southern States Office.

SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 87
NOTE- 80p.
GRANT- OHDS-G-90-PD-86567/01
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Caregivers; *Family Day Care; Low Income; *Rural Areas; School Age Day Care
IDENTIFIERS- *Child Care Food Program; *Resource And Referral Service

This publication examines the establishment of family day care systems, particularly with regard to rural communities. After an introduction outlining the positive aspects of family day care, information is presented on (1) the Child Care Food Program, (2) the organization of training programs for family day care providers and establishment of a toy-lending library, and (3) the setting up of a child care resource and referral service. The problems of providing high quality child care at an affordable price to low-income parents are examined, as is the possibility of training low-income parents to become providers. Finally, family day care support groups and associations are discussed, and a list of resource organizations and publications dealing with family day care is presented. (PCB)

ED 286 675 RC 016 395

Altschuld, James W.; And Others

Facilitator's Guide to Staff Training for the Rural America Series. Module III: Needs Assessment. Research and Development Series No. 149D.

Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 54p.; For related documents, see ED 142 754, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Education; Cooperative Programs; Elementary Secondary Education; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; *Needs Assessment; Postsecondary Education; Program Development; Program Guides; *Rural Schools; Small Schools; Staff Development
IDENTIFIERS- *Facilitators; *Rural America Series

This facilitator training guide, part of a series of 18 components, describes the needs assessment process as an essential feature of successful rural career guidance program planning. It is designed to provide participants with the skills necessary to conduct a local needs assessment and to identify student needs for career guidance programming. Contents are based on the handbook entitled "Career Development Needs Assessment." After a short introduction to the module, the steps involved in conducting a needs assessment are presented: stating goals, ranking goals, stating subgoals, ranking subgoals, measuring student performance, comparing achievement with desired performance, and ranking needs. Facilitator directions for conducting a laboratory session to provide participants with concrete experience in all phases of the needs assessment process are detailed. Participant materials included in the module are a planning committee assessment checklist, sample general goal valuation questionnaire, sample subgoal valuation questionnaire, sample student career development performance questionnaire, priorities questionnaire, and module-specific evaluation questionnaire. (NEC)

Altschuld, James W.; And Others
Facilitator's Guide to Staff Training for the Rural America Series. Appendix A: Evaluation Procedures and Multiple Day Workshop Questionnaire. Research and Development Series No. 149P.
Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 43p.; For related documents, see ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Education; Cooperative Programs; Educational Resources; Elementary Secondary Education; Evaluation Methods; *Guidance Programs; *Leadership Training; Learning Modules; Postsecondary Education; *Program Evaluation; Program Guides; Questionnaires; *Rural Schools; Small Schools; Staff Development
IDENTIFIERS- *Facilitators; *Rural America Series

This appendix to the 14 facilitator guide modules allows for greater accountability in the training effort by providing additional and/or expanded evaluation procedures. Various suggestions for collecting evaluation information are listed for each module so that the facilitator can have flexibility in the selection of evaluation procedures. Techniques suggested include evaluator observations, participant self-evaluation, and participant quizzes. It is not anticipated that all procedures described will be used. An overall questionnaire to be administered toward the completion of the workshop is also included. Guidelines on how to pull all evaluation information together and how to report such information are described. (NEC)

Lunon, Janis K.
Migrant Student Record Transfer System: What Is It and Who Uses It? ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 4p.; Document contains small, light print.
CONTRACT- NIE-400-83-0023
AVAILABLE FROM- ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Oriented Programs; Databases; Definitions; Elementary Secondary Education; Health Needs; *Migrant Children; *Migrant Education; *Online Systems; Program Descriptions; *Recordkeeping; *Student Records
IDENTIFIERS- ERIC Digests; *Migrant Student Record Transfer System

Founded in 1969, the Migrant Student Record Transfer System (MSRTS) is a nationwide computerized information network which records, maintains, and rapidly transfers educational and health information on more than 750,000 identified migrant children in 29 states, the District of Columbia, and Puerto Rico. Based in Little Rock, Arkansas, the federally funded system operates under a contract between the United States Department of Education and the Arkansas Department of Education. When a child moves, his/her records are forwarded to the enrolling school after MSRTS receives notification, allowing the new school to concentrate on serving, rather than identifying, the child's needs. The MSRTS has been implemented in approximately 30% of public schools (about 25,500 schools). The program's success can be attributed to effective training by MSRTS personnel at regional workshops, local site training, stream conferences, national conferences, or MSRTS quarterly workshops. The training curriculum during these sessions may include the MSRTS Health Record, the MSRTS Education Record, the Data Entry Specialists Operation Manual, and training in computer and program operation. Additional information about the MSRTS may be obtained from local school district migrant program offices, state migrant education programs, or by writing to the Migrant Student Record Transfer System, Arch Ford Education Building, Little Rock, Arkansas 72201. (NEC)

ED 286 713 SE 048 371

International Comprehension of Environmental Problems, Education and Training.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.

PUB DATE- Jun 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Science; Curriculum Development; Elementary Secondary Education; *Environmental Education; Foreign Countries; Information Networks; *International Cooperation; *International Educational Exchange; International Organizations; *International Programs; *Research Design; Science and Society; Science Education

This issue was developed in preparation for the 1987 International Congress on Environmental Education and Training and contains suggested elements for an action plan for the 1990s to be drafted as an outcome of the conference. A major portion of the document discusses nine objectives for inclusion in the proposed plan. These are: (1) the reinforcement of international systems of information and exchange of environmental education (EE) experiences; (2) strengthening research and experimentation in educational contents, methods and strategies for the organization and transmission of messages concerning EE and training; (3) the promotion of EE through the development of curricula and teaching materials for use in general education; (4) promotion of training for personnel responsible for in-school and out-of-school EE; (5) incorporation of an environmental dimension into technical and vocational education; (6) strengthening of public education through the major communication media and the new information technologies; (7) integrating EE more effectively into university education through appropriate mechanisms; (8) promoting specialized scientific and technical training in the environment; and (9) the development of EE through cohesive cooperation at the international and regional levels. (TW)

ED 286 727 SE 048 565

Buchholz, Donald L.
Activities and Things. Book A.
Honolulu Board of Water Supply, HI.
PUB DATE- 83
NOTE- 36p.; For Book B, see SE 048 566.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Conservation (Environment); Ecology; Elementary Education; *Elementary School Science; *Environmental Education; Language Arts; *Science Activities; Science and Society; Science Education; Social Studies; *Water; *Water Resources
IDENTIFIERS- *Hawaii (Honolulu)

This booklet was developed to provide Honolulu (Hawaii) students with an activity-oriented opportunity to learn more about water and water conservation. It contains inquiry-based games, puzzles, and activities dealing with: (1) how we use water; (2) where water comes from; (3) surface water; (4) groundwater; (5) population growth and its effect on water usage; (6) objects that use water; (7) wasting water; (8) water saving tips; and (9) the Honolulu Board of Water Supply. The answers to questions proposed in some of the activities are provided in the back of the booklet. (TW)

ED 286 373 FL 016 923

Koopmans, Matthijs
The Difference between Task Understanding and Reasoning Skills in Children's Syllogistic Performance.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 24 Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 24, 1987). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Age Differences; *Bilingual Students; Cognitive Processes; Comparative Analysis; Elementary Education; *Elementary School Students; English; Learning Strategies; *Logical Thinking; *Problem Solving; Puerto Ricans; *Reaction Time; Response Style (Tests); Spanish
IDENTIFIERS- *Syllogistic Reasoning

A study investigated the reason for the high performance of bilingual children on a syllogistic reasoning task. Thirty-nine Puerto Rican Spanish-English bilingual children in grades 3 through 6 were asked to solve problems in both languages. Response times were recorded, and the subjects were asked to justify their answers to assess to what extent reasoning led to task success. Response times were found to be longer if the justification given reflected reasoning, but it was also found that students needed more time to give an answer in their stronger language (Spanish) than in their weaker one (English). In addition, solution accuracy and solution strategy did not interact and the strategies used to solve syllogisms were manifested differently at different grade levels. In the lower grades, the justification given seemed to reflect whether or not the student understood the purpose of the task, and in higher grades, the justification appeared to show whether the student succeeded in his reasoning effort or used a default strategy to solve the problem. Performance above the chance level is attributable to the characteristics of the syllogism rather than to what the subjects did with them, suggesting that strategy rather than success is a better source of information about children's performance. (MSE)

ED 286 458 HE 021 012

Tenison, Laurence J.
National Longitudinal Study (NLS) of the High School Class of 1972. Basic Institutional Source File machine-readable data file .
College Entrance Examination Board, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
REPORT NO.- EF-000053
PUB DATE- 74
NOTE- Documentation for this file appears in: "Description and Specifications for the NLS Institutional Data Base," College Entrance Examination Board (CEEB), Washington, DC, March 1976.
AVAILABLE FROM- U.S. Department of Education, Office of Educational Research and Improvement (OERI), Information Services (IS), 555 New Jersey Ave., N.W., Washington, DC 20208. Telephone: (800) 424-1616, (202) 357-6768. (SAS File or SPSS-X File, $150).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Numerical/Quantitative Data (110)
DESCRIPTORS- Aptitude Tests; College Entrance Examinations; Colleges; *College Students; *Educational Finance; Endowment Funds; Enrollment; Expenditures; Federal Aid; Fees; Financial Aid Applicants; Financial Support; Higher Education; Income; *Institutional Characteristics; National Surveys; *Postsecondary Education; Racial Composition; School Surveys; Scores; State Aid; Statistical Surveys; *Student Costs; *Student Financial Aid; Tuition; Universities; Work Study Programs
IDENTIFIERS- *National Longitudinal Study High School Class 1972

The National Longitudinal Study (NLS) of the High School Class of 1972 collected data on the attributes of students attending postsecondary institutions. The NLS also collected the names of any postsecondary institutions this cohort of students attended and/or applied to during the first two years after high school. In order to provide a link between students (and their data) and the postsecondary institutions they chose and that chose them (and their data), the institutional names in the NLS file were used as a match key to pull institutional data and attributes from four sources: (1) the 1973-74 Higher Education Directory; (2) the 1973-74 Tripartite Application Data File; (3) the 1972-73 Higher Educational General Information Survey (HEGIS) Finance Survey; and (4) the 1972 American Council on Education Institutional Characteristics File. The resultant file provides a body of institutional data that matches up with the institutions simply named in the NLS file and that can be linked to the NLS student data via the common Federal Inter-agency Committee on Education (FICE) codes used by both files to represent institutions. The Basic Institutional Source File is arranged by FICE Code and contains data in the form of 84 variables for each of 4,139 postsecondary institutions. Each institution's record is 452 characters in length. The institutional variables include income level for full-time, half-time, and work study students; expenditures for work study students and for "Supplemental Educational Opportunity Grant" students; revenues from federal, state, local, and private sources; normal student expenditure levels for tuition, fees, room, board, books, supplies, transportation, and personal items; and median and composite scores for the American College Testing Program (ACT), National Merit Scholarship Qualifying Test (NMSQT), and Scholastic Aptitude Test (SAT) tests. (WTB)

Neill, Shirley Boes; Neill, George W.
Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1987-88 Edition.
PUB DATE- 87
NOTE- 127p.; For 1986 edition, see ED 277 361.
AVAILABLE FROM- Education News Service, P.O. Box 1789, Carmichael, CA 95609 ($21.95 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Software Reviews; *Courseware; Elementary Secondary Education; *Evaluation Criteria; Microcomputers
IDENTIFIERS- Selection Tools; *Software Evaluation

Designed to aid teachers, school administrators, and parents in selecting educational software for grades K-12, this guide lists 193 programs chosen from over 6,500 evaluations conducted by 30 evaluation services in the United States and Canada. Following the introduction, which provides a detailed explanation of how the programs were selected, the guide is divided into four parts. Part I provides an alphabetical listing by title of the 146 most highly rated programs as well as a listing by subject areas, which include courseware for the arts, business education, college entrance examinations, computer education, early childhood education, foreign languages, language arts, mathematics, problem solving, science, social studies, tool programs, and typing. The description for each of these programs includes the subject area, copyright date, producer, hardware requirements, price, a brief description of the program, grade level(s), brief tips for teachers, evaluators and evaluations received, and magazine review citations. Part II lists the 47 nearly qualifying programs by subject area and includes program titles, the producer, computer system(s), price, grade level(s), and evaluators. Part III provides the names, addresses, and telephone numbers of the producers of software listed in this edition, and Part IV lists the 168 most highly rated programs from the 1986 edition. Information provided for these programs includes only the publisher, curriculum area, and computer system(s). (MES)

ED 286 487 IR 012 821

Loop, Liza
Open Portal Schools: The Real Impact of Computer-Based Education.
PUB DATE- 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Conventional Instruction; Day Care; Distance Education; Educational Administration; *Educational Trends; Elementary Secondary Education; Experiential Learning; *Futures (of Society); Individual Differences; Teacher Role; *Teleconferencing

The model for the school of the future that is suggested in this paper is based on the imaginative application of computer and information technologies. Four major functions are identified for this imaginary school: (1) administration--academic recordkeeping for all citizens; (2) the Open Portal Local Node--teleconference-based classes available at home and at other facilities throughout the community; (3) face-to-face curriculum--studios, stages, workshops, laboratories, gardens, and gyms; and (4) traditional classrooms. The changing role of the teacher is discussed, and supporting social institutions such as enhanced childcare facilities and home-based employment are described. (MES)

ED 286 503 IR 052 108

Galejs, John; And Others
Preservation Planning Program. Study Report. Iowa State University Library. Final Report.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Apr 87
NOTE- 48p.; Prepared for the Dean of Library Services by the Preservation Planning Program Study Team. For additional reports in this series, see ED 267 808-809, ED 274 372-374, ED 275 339, and ED 277 383-385.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, Washington, DC 20036 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Administration; *Library Facilities; *Library Materials; *Library Planning; Long Range Planning; Physical Environment; Position Papers; *Preservation; Self Evaluation (Groups)
IDENTIFIERS- *Iowa State University

This final report is a product of a Preservation Planning Program (PPP) self-study conducted by the Iowa State University, working with the Association of Research Libraries' (ARL) Office of Management Studies. The PPP is designed to put self-help tools into the hands of library staff responsible for developing plans and procedures for preserving library materials. The library's collections and preservation activities are described, planning assumptions are discussed, and the reports of four preservation task forces on the organization of preservation activities, environmental conditions, physical conditions of the collections, and preservation education resources are summarized. In addition, 32 task force recommendations are presented, organized around four central goals: (1) providing a coordinated library-wide approach to preservation; (2) maintaining and extending the useful life of the collections to make them available for future use; (3) achieving and maintaining a preservationally sound physical environment; and (4) educating staff and patrons in preservation issues and proper techniques for handling library materials. Each recommendation includes a statement of implementation covering responsibility for implementation, timeframe, priority, and cost. Seven appendices include graphic representations of the overall condition, brittleness, and acidity of the collection and of environmental readings, and listings of the percent of acidity and physical characteristics of various library collections. A listing of task force members is also provided. (KM)

Vanis, Mary I.; Mills, Karen L.
A Countywide Adult Basic Education Program. Final Report, 1986-1987.
Rio Salado Community Coll., Ariz.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Students; Community Colleges; *County Programs; *English (Second Language); Enrollment; *High School Equivalency Programs; *Outreach Programs; Program Evaluation; School Community Relationship; Two Year Colleges

In July 1979, the countywide Adult Basic Education (ABE) Program at Rio Salado Community College (RSCC) was established to provide adult basic education services to Maricopa County (Arizona) residents. Between 1979 and 1987, enrollments rose from 729 students to more than 5,700 students. A major contributing factor to the on-going growth lies in the program's ability to address the diversity of multileveled, multicultural adult students in comfortable and familiar locations, such as shopping malls, churches, public schools, community-based agencies and centers, and county jails. Since its inception, the ABE program has offered 50 basic skills, 48 General Educational Development, and 33 English as a Second Language classes in 48 locations in 16 communities, as well as a variety of referral services. Other special features of the program include: (1) its emphasis on staff development activities, such as an in-service workshop for instructors, a statewide ABE conference, and program communications; (2) the use of a volunteer support system for students and instructors; and (3) special demonstration projects, such as a computer-assisted adult literacy workshop. Although the ABE program has experienced much growth, there is a need to further explore available resources in the areas of creating partnerships, promoting workplace literacy, improving instructional design, and expanding outreach. (EJV)

ED 286 587 PS 016 659

Hamburg, David A.
Preparing for Life: The Critical Transition of Adolescence.
Carnegie Corp. of New York, N.Y.
PUB DATE- 86
NOTE- 14p.; Reprinted from the 1986 Annual Report.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Business Responsibility; *High Risk Persons; Information Needs; *Intervention; Peer Influence; *Social Change; *Youth Problems

This essay explores problems and burdens of adolescents in modern society and probes strategies and actions that offer reasonable chances of diminishing developmental casualties during the adolescent period. Discussion first focuses on several historically recent changes that have affected adolescents, including the lengthening period of adolescence; the disjunction between biological and social development; youths' confusion about adult roles and the years ahead; the erosion of family and social support networks; and the easy access by adolescents to potentially life-threatening substances and activities. The discussion particularizes the nature of the problems and burdens of adolescence with statistics on school dropouts; pregnancy; smoking; drug and alcohol abuse; suicide; and death and disability from illnesses and injuries. Some approaches to intervention are then discussed. These include peer-mediated approaches, and preparation to resist social influences through life-skills training. Some general observations follow; these focus on long-term outcomes of early experience, and adolescents' need for accurate information, especially about the life sciences and health. Concluding remarks describe objectives of the Carnegie Corporation's Council on Adolescent Development. (RH)

ED 286 648 PS 016 859

Moshman, David
On the Relation of Reasoning and Rationality.
PUB DATE- May 87
NOTE- 5p.; Paper presented at the Annual Meeting of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Philosophy; *Psychology; *Research Needs
IDENTIFIERS- *Rationality; Theoretical Analysis

It is commonly assumed that psychologists studying human reasoning may safely ignore the normative issue of rationality, and that philosophers may analyze rationality without reference to empirical research on actual human reasoning. Presenting five arguments against such a mutually exclusive dichotomy, this paper concludes that although empirical and normative study can and must be differentiated, they should not be conducted independently of each other. At the very least, psychologists must consider normative evaluation of rationality in order to meaningfully investigate human reasoning and its development, and philosophers must consider empirical research on human reasoning if their conclusions about rationality are to have any relevance to specifically human rationality. Even better, it may be useful to conceive the study of reasoning and rationality as a single, transdisciplinary endeavor in which empirical and normative considerations, though conceptually distinct, are inextricably intertwined. (RH)

ED 286 758 SE 048 598

Clement, John

Generation of Spontaneous Analogies by Students Solving Science Problems.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 2 Jan 87
NOTE- 14p.; Paper presented at the International Conference on Thinking (3rd, Honolulu, HI, January 4-8, 1987).
GRANT- MDR-8470579
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; *College Science; *Concept Formation; Creative Thinking; Higher Education; Learning Processes; *Learning Strategies; Misconceptions; *Physics; *Problem Solving; Science Education; *Science Instruction; Scientific Concepts
IDENTIFIERS- *Analogies

In this study 34 spontaneous analogies produced by 16 college freshmen while solving qualitative physics problems are analyzed. A number of the analogies were invalid in the sense that they led to an incorrect answer from the physicist's point of view. However, many were valid, and a few were powerful in the sense that they seemed not only to help the student solve the problem, but led to generalizations indicating that some conceptual change was taking place. Some of the effective analogies have also been observed in the solutions used by expert scientists and mathematicians. These findings support the position that many creative reasoning processes are ordinary thinking processes used with special purposes in mind, not unanalyzable acts of "genius." This suggests that analogies are an intuitive form of reasoning that could be tapped or taken advantage of in instruction to a greater extent than is currently done. (Author/TW)

ED 286 388 HE 019 874

The College Handbook, 1986-87. Twenty-Fourth Edition. Fall 1987 Admissions Requirements.

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.

REPORT NO.- ISBN-0-87447-254-7
PUB DATE- 86
NOTE- 1,934p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($15.95).
LANGUAGE- English
EDRS Price - MF17 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Admission; College Applicants; *College Choice; College Curriculum; *College Environment; Higher Education; *Institutional Characteristics; *Student Costs; *Student Financial Aid

Information on 3,107 postsecondary institutions is provided to help students make informed college choices. A total of 1,157 of the colleges are members of the College Board. In addition to general information about the college, attention is directed to the curriculum, admissions, student life, annual expenses, financial aid, and where to write or call for more information. The following characteristics about the college are covered: number of years of undergraduate education available; type of institution (e.g., liberal arts college, university, community college); public, private, or proprietary status; single sex or coeducational status; religious affiliation, if any; and the year the college was founded. The profiles also cover: accreditation, undergraduate and graduate enrollments, degrees offered, calendar, location, campus environment, library holdings, special features, special academic programs, academic regulations, placement or credit, student activities, athletics, and student services. Guidelines for choosing a college and paying for school are included. A list of the fields and a glossary are provided, along with summary statistics for the entire sample on admissions, student life, annual expenses, and financial aid. (SW)

Elliot, Norbert; Zelhart, Paul
Responding to Section III of the Southern Association's "Criteria for Accreditation": A Working Paper.
East Texas State Univ., Commerce.
PUB DATE- Aug 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *College Programs; Evaluation Methods; Higher Education; Mission Statements; *Outcomes of Education; *Program Evaluation; *State Universities; Teacher Made Tests; Test Selection
IDENTIFIERS- *East Texas State University; *Southern Association of Schools and Colleges

Ways that East Texas State University (ETSU) can establish systematic and continuous program evaluations to conform to accreditation standards for institutional effectiveness are discussed. The historical background to educational evaluation in America is traced, and archetypes for assessment of educational outcomes are considered. Section III of the Southern Association of Schools and Colleges' Criteria for Accreditation is examined, with attention to evaluating institutional effectiveness, specifying expected educational results and how achievement of the results will be determined, 10 procedures to evaluate instructional programs, and institutional research. ETSU's mission statement and its models for assessment of undergraduate and graduate students are considered, along with an articulated model for the University Studies program. Because of the importance of the faculty's ability to develop its own assessment methods for individual programs, guidelines are presented for selecting a standardized test and for developing a local test. An example of an assessment document is provided using the Universities Studies program as the topic. A time line for defining plans to meet Section III requirements is included. (SW)

ED 286 445 HE 020 763

Agreement between The State of New York and United University Professions, 1985-1988.

National Education Association, Washington, D.C.; New York State Executive Office, Albany.; United Univ. Professions, Albany, NY.

PUB DATE- 85
NOTE- 158p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; Committees; *Contracts; *Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; *Public Colleges; Released Time; Sabbatical Leaves; Teacher Discipline; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Unions
IDENTIFIERS- *AFT Contracts; National Education Association; *New York; Personnel Files; Tuition Benefit Programs; Union Rights; United University Professions

The collective bargaining agreement between The State of New York and United University Professions, an affiliate of the American Federation of Teachers, for 1985 to 1988 is presented. Items covered in the agreement include: unit recognition, grievance procedure, arbitration procedure, grievance appeals, labor-management meetings, academic freedom, no discrimination, employee organization leave for union activities, college meeting space, bulletin boards and mail distribution, payroll deduction, Board of Trustees' meetings, teacher discipline, travel allowances, vacation and holiday leave, sick and disability leave, sabbatical leave, compensation for department chairpersons, jury service, national and state professional meetings, medical assistance, clinical practice, appointment, evaluation and promotion, personnel files, notice of nonrenewal, job security review procedures, transfer rights, retrenchment, program for tuition assistance, retirement income, health insurance, professional development committee, safety and health committee, promotion and compensation committee, management rights. (SW)

ED 286 517 IR 052 122

Robar, Terri J.; And Others
Abstracts and Indexes Cataloging Project Report.
Miami Univ., Coral Gables, FL. Otto G. Richter Library.
PUB DATE- Aug 86
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Abstracts; *Academic Libraries; *Cataloging; Higher Education; *Indexes; *Library Catalogs; Library Planning; *Library Technical Processes; Program Descriptions; Records (Forms); Serials
IDENTIFIERS- *University of Miami FL

Intended to provide guidelines for similar future undertakings, this report provides a comprehensive record of a serials cataloging project undertaken by the General Reference and Periodicals Department of the University of Miami's Otto G. Richter Library between January 1985 and August 1986. The project was designed to catalog the department's abstract and index (A&I) collection in order to provide a subject arrangement by call number. A brief introduction summarizes the project, and detailed discussions describe preliminary project activities, the cataloging process, recordkeeping procedures, preparing for the reorganization, the reorganization itself, and the final phase of the project. A revised label policy developed to combat the problem of call number labels not adhering properly is also included. In addition, the following information is provided in eight appendices: (1) A&I Transfer List; (2) Inventory and Reclassification Lists; (3) A&I Alphalist; (4) A&I Shelflist; (5) A&I Keyword Index; (6) A&I Subject List; (7) sample records from the reorganization; and (8) A&I Cancellation and Discontinued Lists. (Author/KM)

Miller, Michael F.

College Discovery Pre-Freshman Summer Program: Longitudinal Academic Outcomes for 1985 and 1986 and Program Data for 1987.

Queensborough Community Coll., Bayside, N.Y.

PUB DATE- Aug 87
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *College Bound Students; Community Colleges; *Outcomes of Education; Program Descriptions; *Program Effectiveness; Program Evaluation; School Orientation; Summer Programs; Two Year Colleges

The goal of Queensborough Community College's College Discovery Pre-Freshman Summer Program (PFSP) is to ease the transition from high school into college for entering College Discovery freshmen, and thereby improve their academic performance and increase their chances for retention at the college. An evaluation of the PFSP was conducted in 1987 assessing the summative longitudinal academic performance of the 1985 and 1986 PFSP groups in comparison to a control group of College Discovery students who did not participate in the PFSP program. Findings showed that after four semesters, the 1985 PFSP group, on the average, had a grade point average about 0.35 of a point higher than the control group, and had a retention rate of almost 71% compared to 35% for the control group. The 1986 PFSP group tended to score between the control group and the 1985 PFSP group, with none of the comparisons between the 1986 PFSP and control group reaching statistical significance. Predictors of fourth semester academic performance for the 1985 PFSP group included gender, college information, information-seeking behavior, reading assessment score gains, and college social relationships. Gains analysis is offered on the 1987 group for the 6-week summer program. Supporting tables and figures comprise about half the document. (EJV)

ED 286 728 SE 048 566

Buchholz, Donald L.
An Activity Book. Book B.
Honolulu Board of Water Supply, HI.
PUB DATE- 83
NOTE- 36p.; For Book A, see SE 048 565.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Conservation (Environment); Ecology; Elementary Education; *Elementary School Science; *Environmental Education; History; Language Arts; *Science Activities; Science and Society; Science Education; Social Studies; *Water; *Water Resources
IDENTIFIERS- *Hawaii (Honolulu)

This booklet was developed to provide Honolulu (Hawaii) students with an activity-oriented opportunity to learn more about water and water conservation. It contains inquiry-based games, puzzles, and activities dealing with: (1) how we use water; (2) where water comes from; (3) surface water; (4) groundwater; (5) population growth and its effect on water usage; (6) appliances that use water; (7) wasting water; (8) water saving tips; (9) the importance of water to the ancient Hawaiians and Egyptians; and (10) the Honolulu Board of Water Supply. The answers to questions proposed in some of the activities are provided in the back of the booklet. (TW)

Advanced Waste Treatment. A Field Study Training Program.

California State Univ., Sacramento. Dept. of Civil Engineering.; California Water Pollution Control Association, Sacramento.

SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Water Programs.

PUB DATE- 87

NOTE- 603p.; For another manual in this series, see SE 048 581. For earlier manuals, see ED 196 689. Diagrams are included. Pages containing final examination and answers are printed on dark grey paper and may be illegible.

GRANT- T900690010

AVAILABLE FROM- Office of Water Programs, California State University, Sacramento, 6000 J St., Sacramento, CA 95819-2694.

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Science; *Environmental Education; Environmental Standards; *Environmental Technicians; Higher Education; Sanitation; Science Activities; Science Education; *Science Instruction; Science Tests; Sludge; Technological Advancement; Vocational Education; Waste Disposal; *Waste Water; *Water Treatment

This operations manual represents a continuation of operator training manuals developed for the United States Environmental Protection Agency (USEPA) in response to the technological advancements of wastewater treatment and the changing needs of the operations profession. It is intended to be used as a home-study course manual (using the concepts of self-paced instruction) or as a textbook for college and university courses. It contains chapters on: (1) odor control; (2) activated sludge; (3) solids handling and disposal; (4) solids removal from secondary effluents; (5) phosphorus removal; (6) nitrogen removal; (7) wastewater reclamation; and (8) instrumentation. Each chapter contains textual information, discussion and review questions, suggested answers, and an objective test. Included in the appendix are a final examination, tips on solving industrial waste arithmetic problems, a glossary of terms, and an index. (TW)

ED 286 402 HE 020 657

El-Khawas, Elaine

Campus Trends, 1987. Higher Education Panel Report Number 75.

American Council on Education, Washington, D.C. Higher Education Panel.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Aug 87
NOTE- 52p.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, NW, Washington, DC 20036-1193 ($8.00 per copy, nonmembers; $5.00 per copy, members; prepaid only).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; *Curriculum Development; Educational Change; *Educational Finance; *Enrollment Trends; *Higher Education; Outcomes of Education; Questionnaires; School Surveys; *Student Evaluation; *Teacher Employment; Trend Analysis

Results of a study on changes in campus policies and practices are presented, with the major focus on the issue of assessing student learning. Also considered are changes in faculty hiring and areas of curricular review, enrollment, and financial circumstances of colleges and universities. Results indicate that most administrators support the use of assessment, and many campuses have discussed possible assessment approaches. Ninety-five percent of administrators support assessment that is closely tied to instructional improvement efforts, and 7 in 10 administrators believe that assessment should be linked to institutional planning and budgeting. Almost all colleges have recently made changes in the curriculum or are currently doing so, especially to strengthen general education and to emphasize writing, mathematics, and other general competencies expected of college students. The overall budget, and the budget for educational and general expenses, increased for most institutions. However, 12% of colleges reported a decrease. Information was also collected on: types of information colleges collect, student retention efforts, changes in expenditures, tuition costs, and practices affecting faculty. The survey questionnaire is appended. (SW)

Opportunities at Independent Colleges and Universities in New York State through the Higher Education Opportunity Program = Oportunidades en los colegios y universidades independientes en el Estado de Nueva York a traves de los programas de oportunidad en educacion.

State Univ. of New York, Albany.

PUB DATE- 87
NOTE- 25p.; The English and Spanish versions of this text have been combined into one document. The Spanish translation is by Adelaida Olazagasti.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Advising; Career Counseling; *College Students; Compensatory Education; Developmental Studies Programs; *Economically Disadvantaged; *Educationally Disadvantaged; Eligibility; Higher Education; High Risk Students; *Private Colleges; Remedial Instruction; *State Programs; Student Financial Aid; Student Personnel Services; Tutoring
IDENTIFIERS- *Higher Education Opportunity Program; *New York

Information on programs that address special needs of students from disadvantaged backgrounds who attend private colleges and universities in New York State is provided in separate English and Spanish reports. The Higher Education Opportunity Program (HEOP) provides supportive services and financial aid. Information is provided on: eligibility for HEOP, how to apply, types of supportive services that are provided, how to pay for college, economic eligibility criteria for HEOP, the names and addresses of private institutions that offer HEOP programs; and sources of additional information. Supportive services include: remedial and developmental courses, tutorial services, counseling, academic advising, personal counseling, and career counseling. Students eligible for the program must be economically and educationally disadvantaged, a resident of New York State for 1 year preceding the term of entry into HEOP, and must possess a high school diploma or state-approved equivalency diploma or its equivalent and have the potential and motivation for successful completion of college. (SW)

ED 286 533 IR 052 148

Cubberley, Carol W.

An Investigation into the Correlation between Book Circulation and Journal Use in the Science and Technology Section of an Academic Library.

PUB DATE- 5 Jan 85
NOTE- 14p.; Doctor of Arts in Information Science Practicum, Nova University. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Libraries; *Books; Higher Education; *Library Circulation; Library Collection Development; Library Collections; Library Material Selection; *Periodicals; *Scientific and Technical Information; Statistical Analysis; User Needs (Information); Use Studies

This report describes a study of the use of science and technology books and journals in an academic library which was conducted to ascertain whether journal use can be predicted by book circulation figures. The study background and significance are discussed, terms are defined, study limitations are considered, and basic assumptions are explained. A discussion of data collection procedures describes the determination of the number of uses of books and journals per week during a 12-week period, which was done by recording circulation figures reported by the CLSI automated circulation system for books, and by counting the bound journal volumes as they were reshelved. The average number of uses per journal title was then compared to the stress figure for book circulation in specific subject classifications. An analysis of data using the Spearman rank order technique indicated a moderately high positive correlation between book stress and journal use, and it was concluded that it would be feasible for librarians to use book circulation data to determine the most heavily used areas of the collections, and use this information in the selection process for journals. Further studies such as a parallel count of the use of journal volumes on microform and a use survey of unbound and current volumes are also suggested. Rankings of stress and use are presented in tabular form, and the correlation between book stress and journal use is depicted in a graph. Two references are provided. (KM)

ED 286 559 JC 870 430

Van Patten, James J.; Dennison, Deborah Anne

High School-Community College Collaboration. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 87
NOTE- 6p.
CONTRACT- 400-86-0051
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Articulation (Education); College Preparation; *College School Cooperation; *Community Colleges; Cooperative Programs; Curriculum Development; Dual Enrollment; *High Schools; Secondary Education; *Shared Resources and Services; Two Year Colleges
IDENTIFIERS- *ERIC Digests

A number of recent educational reform reports have stressed the need for increased cooperation among educational institutions to address such problems as high dropout rates, a workforce without the job skills needed by high-tech industries, and the absence of clearly defined career goals among high school and college students. For community colleges, these problems underscore the importance of strengthening their relations with secondary institutions by: (1) improving curricular coordination with local high schools; (2) helping high schools prepare students academically and affectively for college; (3) sharing faculty and/or facilities; and (4) improving interinstitutional communication. Increasingly, community colleges and high schools are realizing the importance of working together to overcome such barriers as incompatibility of curricula and schedules, "turfmanship," innaccurate and inadequate information, and differences in educational philosophy. The result of these efforts will be better informed, better prepared, and better qualified high school and college students. (EJV)

ED 286 573 JC 870 457

Vanis, Mary I.
Videodisc Education in Adult Basic Education. A 310 Special Demonstration Project, 1986-1987. Final Report.
Rio Salado Community Coll., Ariz.

SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.; Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Chemistry; Community Colleges; *Mathematics Instruction; *Minicourses; Program Descriptions; Program Effectiveness; Science Instruction; Two Year Colleges; *Videodisks

Rio Salado Community College's (RSCC's) Adult Basic Education (ABE) program piloted a project utilizing two minicourses on videodisc, which incorporated sound instructional design and video technology. The videodisc courses, "Core Concepts in Mathematics" and "Understanding Chemistry and Energy," were designed to accommodate students who needed extensive review as well as repetition of one particular segment. Responses to the programs varied. Three segments of "Core Concepts in Mathematics" were felt to have problems in presentation or in content, while "Understanding Chemistry" was well received by both students and instructors. The positive features of the programs included good graphics, ease of use, variety, non-threatening format, and coordinated use of different visuals, while the lack of instructions about moving from screen to book and inadequacy of screen menu were seen as problems. Once teachers became familiar with the technology, they were able to assist students in paying attention to detail and following directions. Overall, videodisc hardware was felt to be a viable option to ABE classrooms. The concepts of multi-media and innovation allowed students to be challenged and stay involved with technology. The videodisc questionnaire is attached. (EJV)

ED 286 588 PS 016 692

Chan, Marilyn M.
Maternal Attachment Behaviors with Adopted and Birth Infants.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adopted Children; *Attachment Behavior; *Biological Parents; Comparative Analysis; Family Problems; *Infants; *Intervention; *Mothers; Parent Attitudes; Pretests Posttests
IDENTIFIERS- *Tactile Communication

This study investigated: (1) effects of teaching mothers the unique behavioral cues of their adopted infants and (2) potential differences between the mothering practices of adoptive and birth mothers. A pretest, posttest experimental prospective design was used with random assignment of mother-infant dyads. Mother-adopted infant dyads were further randomly divided into intervention or nonintervention groups, creating control groups of adoptive and birth mothers. Participating mothers were approximately 30 years old; infants were between 2 and 3 months old. A newborn physical, a maternal interview, and dyadic observation after a stressful period were performed as pretest and posttest. Pretests indicated that all adopted infants differed from birth infants in affect, holding, and gazing. Adoptive mothers looked at their infants less than control birth mothers. The intervention group was taught specific behavioral cues from Barnard's Infant Behavior Assessment Record. After intervention, adoptive mothers in the intervention group demonstrated more maternal vocalizing and touching than did adoptive controls. Adopted infants held onto mothers more and withdrew from maternal touch more than did adopted infant controls. Findings indicated that birth and adoptive mothers differed in concerns and feelings. It is concluded that mothering practices of mothers of adopted infants can be changed by a specific teaching intervention. Recommendations for future research are discussed. (Author/RH)

ED 286 603 PS 016 794

Holt, Bess Gene; Karas, Shirley C.
Iowa Family Day Care Handbook. 3rd Edition.
Iowa State Univ. of Science and Technology, Ames. Dept. of Child Development.
SPONS. AGENCY- Iowa State Dept. of Human Services, Des Moines.
PUB DATE- 86
NOTE- 215p.
GRANT- IDHS-PL-98-473
AVAILABLE FROM- Child Development Training Program, Department of Child Development, Iowa State University, Ames, IA 50011 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Business Skills; Community Resources; Discipline; Early Childhood Education; *Educational Planning; *Family Day Care; First Aid; Health; Nutrition; Safety; Scheduling; State Programs; Teacher Burnout
IDENTIFIERS- *Iowa

The purposes of this handbook are (1) to help individuals who are thinking about becoming family day care providers decide whether the profession is appropriate for themselves and their families, and (2) to present ideas for setting up and maintaining a family day care home that provides high quality service to families, a developmental learning environment to children, and business success to providers. Chapter 1 offers an introduction to family day care in Iowa. Chapter 2 focuses on starting and maintaining a family day care business. Chapter 3 discusses the home as a child care and learning environment. Chapter 4 explores aspects of the relationship between parent and caregiver. Chapter 5 discusses causes of behavior, individual differences, learning, development, and meeting children's special needs. Chapter 6 offers suggestions for guiding and disciplining children. Chapter 7 concerns scheduling and planning learning and care activities. Chapter 8 deals with health, safety, and first aid. Chapter 9 discusses food and nutrition. Chapter 10 covers community resources and professional opportunities. Chapter 11 focuses on the family day care provider's responsibility for self-care, handling of stress, and prevention of burnout. A bibliography of related books is provided and a transcript of the regulations concerning the registration of family day care homes in Iowa are appended. (RH)

Fookson, Maxine; And Others
Child Day Care Health Handbook.
Seattle-King County Dept. of Public Health, Seattle, WA.
PUB DATE- 85
NOTE- 86p.
AVAILABLE FROM- Day Care Health Program, Seattle-King County Department of Public Health, Room 1406, Public Safety Building, Third and James, Seattle, WA 98104 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; *Child Development; Community Resources; *Day Care; *Diseases; Early Childhood Education; Guidelines; Infants; *Nutrition; *Prevention; Prosocial Behavior; Self Esteem; Toddlers; Young Children
IDENTIFIERS- Child Health; *Washington

Developed to meet Washington State Day Care Minimum Licensing Requirements, guidelines in this handbook concern 10 health topics. Discussion focuses on (1) preventing illness in day care settings; (2) illnesses, their treatment, ways to limit their spread, and what caregivers can do when they have a sick child at their center; (3) caregivers' responsibilities for children's health histories, physical exams, and immunizations; (4) prevention of accidents by use of indoor and outdoor safety checklists; (5) normal child growth and development from birth through the second year; (6) nutritional needs of infants and young children; (7) dental health; (8) encouragement of children's self-esteem and good behavior; (9) child abuse; and (10) community resources for more information or assistance. References for addititional readings are listed. Discussion includes "decision charts" about specific symptoms which are designed to help caregivers make health care decisions. (RH)

Brock, Estelle; Travis, Nancy
The Child Care Food Program and Family Day Care: A How-To Manual.
Save the Children, Atlanta, GA. Southern States Office.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- Jul 86
NOTE- 110p.
GRANT- OHDS-G-90-PD-86567/01
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business Responsibility; *Delivery Systems; Early Childhood Education; Enrollment; *Family Day Care; Federal Programs; *Financial Support; *Food Service; Foods Instruction; Guidelines; *Nutrition Instruction; *Program Implementation
IDENTIFIERS- *Child Care Food Program; Staffing Patterns

This manual explains what is involved in sponsoring a Child Care Food Program (CCFP) for family day care providers. It draws on the experience of Save the Children's Southern States Office in sponsoring the "Child Care Food Umbrella," a CCFP program serving over 1,000 providers, which Save the Children has operated for 6 years. Chapter 1 describes requirements and responsibilities involved in sponsoring a child care food program for family day care providers. Chapter 2 discusses payment to sponsors of child care food programs. Chapter 3 concerns staffing the CCFP and finding providers. Chapter 4 focuses on enrolling providers and monitoring them by conducting home visits. Chapter 5 deals with nutrition education for CCFP providers. Chapter 6 describes office procedures for reimbursing providers. Chapter 7 discusses audits and taxes, and offers tips on saving money. A bibliography listing related readings and child care publications from Save the Children is included. Appendices provide information on how to meet food requirements when selecting and preparing food and a list of the regional offices of the United States Department of Agriculture. (RH)

ED 286 663 RC 016 343

Native Library Resources for Elementary, Junior and Senior High Schools.
Alberta Dept. of Education, Edmonton.
PUB DATE- Mar 87
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; American Indian Culture; American Indian History; *American Indian Studies; Books; *Canada Natives; Canadian Literature; *Childrens Literature; Cultural Awareness; Cultural Context; Curriculum Enrichment; *Educational Resources; Elementary Secondary Education; Filmstrips; Folk Culture; Foreign Countries; History Instruction; Instructional Materials; Nonprint Media; *Reading Materials; *Resource Materials
IDENTIFIERS- Alberta; Native Education Project AB

To be updated on a continuing basis, the resources listed in this catalogue are for teachers and students who are interested in Native people's contributions to Alberta and Canada, their histories, and their cultures. Section 1 includes two titles, "The Land of the Bloods" and "The Peigan: A Nation in Transition," which have been approved as basic resources for the Alberta curriculum and have been developed by the Native Education Project in cooperation with school personnel and the Native community. Both titles are available from the Alberta Learning Resources Distributing Centre. Section 2 lists 61 titles that are not approved learning resources, but have been reviewed and recommended by committees of Native teachers. The resources have also been scrutinized using Alberta Education's tolerance and understanding criteria and have been found to meet these criteria. Each entry includes title, author, publisher, date of publication, source from which the material is available, a brief description (including format), an annotation, the reviewer's comments, and suggested grade level. Published between 1969 and 1986, the materials include mostly books (three of which are written both in English and French), filmstrips, and wallcharts. (JMM/ERB)

ED 286 676 RC 016 396

Altschuld, James W.; And Others
Facilitator's Guide to Staff Training for the Rural America Series. Module IV: Behavioral and Program Objectives. Research and Development Series No. 149E.
Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 46p.; For related documents, see ED 142 755, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Career Education; Cooperative Programs; Elementary Secondary Education; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; *Objectives; Postsecondary Education; Program Development; Program Guides; *Rural Schools; Small Schools; Staff Development
IDENTIFIERS- *Facilitators; *Rural America Series

This facilitator's module, part of the staff training for the "Rural America Series," presents the means for setting the keystone of successful program development, i.e., the establishment of appropriate, concrete, and measurable objectives. A distinction is made between behavioral (student) objectives and program objectives, and participants should be able to conceptualize appropriate objectives for a variety of situations. During the approximately 2-hour training session, participants are asked to write down their ideas of the meaning of a general goal statement. A brainstorming session with active participant involvement is suggested to reveal that goals and subgoals, while important, do convey different meanings to different people and must be further defined. A brief description of the "Rural America Series" and the role that behavioral and program objectives play in the series are presented. Other activities recommended for this session are an in-depth presentation on behavioral and program objectives using audience participation, small groups which develop and critique behavioral objectives and develop program objectives, and a summary period providing a short wrap-up of the module and showing how the development of objectives leads to other considerations such as cost, time, and resource requirements. (NEC)

ED 286 688 RC 016 408

Altschuld, James W.; And Others
Facilitator's Guide to Staff Training for the Rural America Series. Participant Materials, Modules I-XIV. Research and Development Series No. 149Q.
Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Oct 78
NOTE- 171p.; For related documents, see ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
GRANT- G007605052; G007605225
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Education; Cooperative Programs; Educational Resources; Elementary Secondary Education; *Guidance Programs; *Instructional Materials; *Leadership Training; Learning Modules; Postsecondary Education; Program Guides; *Rural Schools; Small Schools; Staff Development
IDENTIFIERS- *Facilitators; *Rural America Series

The participant material masters from 14 modules in the "Facilitator's Guide to Staff Training for the Rural America Series" have been compiled in this document, to facilitate duplication. Items of interest may be duplicated in quantity by a variety of methods requiring a minimum of time, effort, and expense. All pages have been perforated, and the masters are presented in the same order and with the same as in each module. The participant materials are an integral part of each module; they provide guidelines for participant activities and serve as a way of reinforcing key concepts in the planning, development, implementation, and evaluation of comprehensive career guidance programs. Included in the materials are checklists, guidelines, questionnaires, simulation exercises with discussion questions, matching exercises, outlines, case studies, worksheets, summaries, and evaluation sheets. (NEC)

ED 286 701 RC 016 434

Little, Mildred
Establishing an Outdoor Education Organization. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 4p.; Document contains small, light print.
CONTRACT- NIE-400-83-0023
AVAILABLE FROM- ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Committees; *Organizational Development; Organizational Objectives; *Organizations (Groups); *Outdoor Education; *Professional Associations; *Program Development; Resources; Services
IDENTIFIERS- ERIC Digests

This digest suggests steps to take to organize an outdoor education organization at a state, regional, or local level. After an individual or group has determined the need for an organization and an area to be served, the first step is to organize a working meeting of no more than 20 key persons. Next, the purpose of the organization and services to be provided by the organization must be determined. Services may include workshops, newsletters, resources, and/or certification programs. A list of immediate and long-term goals should be compiled and prioritized. Officers for the first year of operation need to be determined and selected. Essential committees must be identified and named. Significant committees during the early years of the organization might include membership, constitution and bylaws, finance, newsletter, workshop, resource services, goals, and nominating. Finally, the constitution and bylaws should be written, including names, purpose, logo, membership, dues, meeting schedules, makeup of the executive board, officers, committees, and their lengths of terms and responsibilities. Allied professional organizations that share common purposes with the new outdoor education organization can be contacted. The digest furnishes the names, addresses, and telephone numbers of 10 such organizations and 6 government agencies. (NEC)

ED 286 714 SE 048 372

Lessman, Mary

A Process Skills Field Guide to Teaching Life Science.

PUB DATE- Aug 87
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Concept Formation; *Course Organization; Inquiry; *Learning Theories; Problem Solving; *Process Education; Science Activities; Science Education; *Science Instruction; Scientific Literacy; Secondary Education; *Secondary School Science; Teaching Methods
IDENTIFIERS- New Mexico; *Science Process Skills

The purpose of this document is to develop a usable science teaching guide based on the process skills methodology for the middle school life science teacher. It is intended to provide an efficient and effective tool for the interested teacher to use to develop the skills of the methodology. It could also be used as companion to the latest set of science and health competencies issued by the New Mexico State Department of Education, and as a supplement to life science textbooks. Part I, "Science in the Contemporary Classroom," presents a theoretical foundation for teaching science in a middle school classroom. Part II, "Life Science in the Las Cruces (New Mexico) Middle School Classroom," provides a model for incorporating process skills into teaching. Both parts are an effort to further the use of the process skills approach in a middle school life science program, which will be achieved as teachers come to believe that the outcomes justify the effort. A summary is provided in the form of a concept map, developed to show the relationships between the key ideas. (TW)

ED 286 759 SE 048 599

Well, Arnold D.; And Others
Probability Estimation and the Use and Neglect of Base-Rate Information. Technical Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 81
NOTE- 49p.
GRANT- NSF-NIE-SED-80-16567
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Structures; *College Science; Concept Formation; Convergent Thinking; Critical Thinking; Divergent Thinking; *Heuristics; Higher Education; *Inferences; *Learning Strategies; *Logical Thinking; *Problem Solving; Science Education; Scientific Methodology

A number of studies have reported that there is a strong tendency to ignore base-rate information in favor of individuating information, except when the former can readily be incorporated into a causal schema. In this study, students in eight undergraduate classes were given problems in which the base-rate information was either causal or noncausal and either incongruent or congruent with the individuating information. In addition, 12 subjects were interviewed as they attempted to solve several versions of one of the problems. The results indicated: (1) strong individual differences in the perceived importance of base-rate information and even in how the probability estimation task itself was interpreted; and (2) greater use of base-rate information congruent with the individuating information than of base-rate information which is incongruent. The interview data indicate that it is difficult to determine from the answer alone whether or not the subject thought that the base-rate information was relevant. These data also suggest that subjects have different strategies for dealing with probability estimation problems. (Author/TW)

ED 286 488 IR 012 822

Morrison, James L.
A Personal Experience with Computer Conferencing: Problems and Possibilities.

PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Information Networks; Personal Narratives; Problems; Professional Associations; *Teleconferencing
IDENTIFIERS- Army

The personal experiences of a "noncomputernic" with computer conferencing for educational research, conducting professional association business, and consulting activities are described in this paper. Problems and possibilities of computer conferencing are identified and discussed based on experiences with: (1) CompuServe; (2) the American Educational Research Association (AERA) network; and (3) the Army Forum. The paper concludes with a proposal for a television conference on the future of university-based continuing education centers, which would utilize a recently established electronic network at the University of Georgia. (MES)

ED 286 649 PS 016 860

Rachal, Janella
Early Childhood Development Program, 1986-87. Interim Evaluation Report.
Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.
PUB DATE- Apr 87
NOTE- 71p.; For the final evaluation report, see PS 016 841.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Developmental Programs; Evaluation Methods; *Preschool Education; *Program Costs; Program Effectiveness; Program Evaluation; *Program Improvement; *Public Schools; Questionnaires; State Legislation; State Programs
IDENTIFIERS- *Louisiana; *Program Characteristics

This interim evaluation of Louisiana's 1986-87 Early Childhood Development Program focuses primarily on ongoing second and third year projects, but also provides some descriptive information about the general characteristics and implementation strategies of first year projects. The purpose of the evaluation was to provide information to decision makers at the state level to assist them in making judgments about the extent to which the intended goals for early childhood development in the public schools had been attained, and about the need for modifications in program operations and administration. Evaluation questions focused on: (1) characteristics of projects in terms of number and location, class type and enrollment, selection criteria, family background of participants, staffing, inservice, instructional program, facilities, transportation, and parental involvement; (2) cost of the projects; and (3) the impact of the present second and third year programs on former participants who had advanced to kindergarten or first grade classes. Included in the report are a review of related literature which describes essential components of an early childhood education program, an overview of the methods used in the evaluation, and, in appendices, Act 323 of the 1985 Louisiana Legislature concerning early childhood development projects, and the evaluation instrument. (RH)

ED 286 374 FL 016 924

Abbi, Anvita; Mishra, Awadhesh K.
Some Aspects of Meitei Phonology.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Speech); *Consonants; Distinctive Features (Language); Foreign Countries; *Generative Phonology; Morphology (Languages); *Morphophonemics; Phonemes; Structural Analysis (Linguistics); Uncommonly Taught Languages; *Vowels
IDENTIFIERS- *India (Manipur); *Meitei

A phonemic analysis of the Meitei language of Manipur, India, is presented. The vowel and consonant system is analyzed by the classical phonemic method, but with morpheme structure rules formulated according to the principles of generative phonology in order to generalize the pattern of various sounds and specify the allophonic distribution of vowels and consonants. Marginal and full phonemes are also distinguished, and some important phonological processes are discussed. The data were collected from approximately 40 native speakers of all ages, sexes, and professions living in the capital of Manipur. (MSE)

Meabon, David; And Others
A Student Activity Fee Primer: Current Research on Collection, Control and Allocation.
National Association for Campus Activities, Columbia, SC.
PUB DATE- 85
NOTE- 64p.; NACA Reference Series.
AVAILABLE FROM- National Association for Campus Activities, 3700 Forest Drive, Suite 200, Columbia, SC 29204 (nonmembers, $9.95 each; members, $8.95 each; 10 or more copies, $7.95 each).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Civil Liberties; College Administration; *College Students; Constitutional Law; *Extracurricular Activities; *Fees; *Financial Policy; Governing Boards; Government Role; Government School Relationship; Higher Education; *Laws; Power Structure; Public Policy; Questionnaires; Resource Allocation; State Boards of Education; State Legislation; *Student Costs

The past and current status of the student activity fee is reviewed from the perspectives of the legislature, state agency or state board of control, case law, and institutional trends. The analysis is based upon four national studies, a review of case law, and a campus model for the administration of student activity fees. Various states have enacted legislation that either specifically defines the role of the state in the student fee process or gives power to statewide or local boards of trustees to set fee policies or guidelines. Differences of authority that exist among several states are briefly described, along with definitions of student activity fees and their use in different states. The legal issues include: a college's right to assess mandatory student activity fees, students' claims that their First Amendment rights are violated because of the college's opposition to the funding of particular groups and activities, the allocation of student fees, and the constitutional validity of collection schemes. Information is presented on the results of a survey of colleges concerning student activity fees policies and practices. The survey questionnaire and a list of court cases are included. (SW)

ED 286 472 IR 012 805

Masturzi, Elio R.

Differing Structures in Development of Interactive Media Based Learning.

PUB DATE- Jun 86

NOTE- 7p.; Paper presented at the International Conference on Development of Effective Interactive Instruction Materials (Arlington, VA, June 18-19, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Authoring Aids (Programing); Business Administration Education; *Computer Assisted Instruction; *Courseware; Developed Nations; Elementary Secondary Education; Foreign Countries; Higher Education; Industrial Training; Media Research; Microcomputers; Multimedia Instruction; Videotape Recordings

IDENTIFIERS- *Laboratory of Interactive Ed Technologies (Italy); *Software Design

This paper first provides a brief overview of the Italian educational system and the diffusion of computer-assisted instruction (CAI) within the schools and industry, and then it reviews the activities of the Laboratory of Interactive Educational Technologies (LIET) in the Department of Production Engineering at the University of Naples (Italy). Five goals of LIET are listed: (1) to evaluate possibilities and advantages of using technology and equipment in teaching; (2) to assemble and improve interactive multimedia teaching systems; (3) to analyze, improve, and utilize the available authoring systems; (4) to produce CAI courseware in various fields; and (5) to promote awareness and use of CAI throughout the educational and business sector. LIET's hardware resources and courseware production activities in the areas of banking, manufacturing, and education are then described, as well as a LIET study which found that students are receptive to and benefit from CAI techniques. A look at future plans for courseware development, improvement of authoring languages, and teacher training concludes the paper. (MES)

ED 286 504 IR 052 109

Davis, Phyllis; And Others
Criteria for Excellence for School Library Programs.
Alaska State Dept. of Education, Juneau.
PUB DATE- Jun 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Policy; Elementary Secondary Education; *Evaluation Criteria; *Learning Resources Centers; Library Administration; Library Materials; Library Personnel; *Program Evaluation; Rating Scales; *School Libraries

These criteria were designed to be used by school administrators, professional staff, and community representatives to assess school library programs and to provide a basis for establishing goals. In addition, information generated by the criteria might be used for the validation of exemplary programs and promising practices; self-appraisal; the development of long-range goals; planning for staff development, in-service and training activities; and/or disseminating information and improving public relations. A total of 33 criteria are listed in the following six categories: (1) Philosophy and Policy; (2) Administration and Management; (3) Staffing; (4) Resources; (5) Program; and (6) Evaluation. A five-point rating scale ranging from "not started" to "achieved" is included for each criterion. A rating Profile Sheet and a listing of the developers of the criteria are also included. (KM)

ED 286 518 IR 052 123

Whitely, Faye McConnell
An Annotated Bibliography of Reference Materials for Use in a Junior-Senior High School Library Media Center.
PUB DATE- Jul 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Atlases; Dictionaries; Encyclopedias; History; Indexes; *Learning Resources Centers; Library Collections; Literature; *Reference Materials; *School Libraries; Sciences; Secondary Education
IDENTIFIERS- Alabama

Designed to assist the librarian and/or teacher by serving as a checklist for a basic collection of reference materials, this annotated bibliography presents a list of reference sources that are appropriate for Alabama students in grades 7 through 12. The reference materials are intended to support the curriculum of a comprehensive public secondary school that includes English, Spanish, French, mathematics, physical education, science, social studies, art, home economics, vocational education, general business, and music. Bibliographic information, including author, title, publisher, and International Standard Book Number (ISBN), as well as a brief description, are provided for 130 reference sources listed under the following headings: (1) Atlases; (2) Dictionaries; (3) Encyclopedias; (4) General Library Indexes; (5) History; (6) Literature; (7) Science; and (8) Miscellaneous. (KM)

ED 286 729 SE 048 567

Federal R & D Funding by Budget Function. Fiscal Years 1986-88.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-87-305
PUB DATE- Mar 87
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; Budgeting; Education; Energy; Environment; *Federal Aid; *Financial Support; Government Role; Health; National Defense; Natural Resources; *Research and Development; *Sciences; *Scientific Research; Social Services; Space Exploration; Technology; Transportation
IDENTIFIERS- *Federal Budget

This report provides a distribution of research and development (R&D) programs by the function of the Federal budget. It includes only Federal funding of R&D programs, with R&D facilities and all non-R&D activities excluded. The sections of the report are presented in descending order of R&D budget authority for the various functions in the fiscal year 1988 budget. (All the data in this report are based on budget authority dollars rather than obligations or outlays, since budget authority is the basis for congressional funding decisions.) Areas of R&D addressed in the sections are: (1) national defense; (2) health; (3) space research and technology; (4) general science; (5) energy; (6) natural resources and environment; (7) transportation; (8) agriculture; (9) international affairs; (10) education, training, employment, and social services; (11) veterans benefits; and (12) other functions. Each section provides an overview of the function and a summary table, followed by detailed tables and text describing the major R&D program areas within the function. Over 500 R&D programs are identified with their actual budget authority levels for fiscal year 1986, estimated levels for fiscal year 1987, and proposed funding levels for fiscal year 1988. (TW)

ED 286 489 IR 012 823

Kim, Synghan H. Ed.
A Perspective of the Future Development of Distance Higher Education in Korea. Proceedings of a Symposium (4th, Seoul, Korea, December 12, 1986).
Korea Air and Correspondence Univ., Seoul (South Korea).
PUB DATE- 12 Dec 86
NOTE- 147p.
LANGUAGE- English; Korean
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Curriculum Development; Developing Nations; *Distance Education; *Educational Technology; *Faculty Development; Foreign Countries; Higher Education; *Student Needs
IDENTIFIERS- *Korea Air and Correspondence University

The following papers presented at the fourth annual symposium hosted by the Korea Air and Correspondence University address topics relevant to the future development of the university: (1) "A Perspective of the Future Development of Distance Higher Education in Korea" (Lee Yung Duk); (2) "Curriculum Operation and Faculty Development" (Yoo In Jong); (3) "Distance Higher Education and Service for Students" (Park Sung Soo); and (4) "Introduction to New Technology--Computer Assisted Instruction" (Lee Tae Wuk). A discussion of each paper by a professor within the university is provided, and general comments on the papers by Kim Jong Suh conclude the proceedings. The texts of the papers are provided in both the original Korean and in English translation. The conference program and a list of participants (the latter in Korean only) are appended. (MES)

ED 286 633 PS 016 839

Partridge, Susan
Teaching the Younger School Children Values.
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Elementary School Students; Opinions; *Parent Role; *Teacher Role; *Values Education

Discussion explores values that ought to be taught to young children in the public schools. Attention is first given to what values are appropriate to teach to children at different ages and appropriate contexts of value learning. Several classroom incidents are offered as examples. Arguments developed in the discussion conclude that schools should share with parents and churches of choice the teaching of values, but should not be expected to bear the entire burden alone. Schools should be mainly concerned with teaching younger children the values described by Honing and Bell (1987) as democratic values set out in the U.S. Constitution, and should not remain value-neutral on these issues. Children should be included in democratic discussions of "value issues," and indoctrination and antagonism in discussing values with parents or children should be avoided. Such an approach will allow families to preserve their ethnic backgrounds and follow their religious persuasions within the framework of a democracy. Seven implications for teachers are listed. (RH)

ED 286 744 SE 048 583

Clement, John
A Method Experts Use To Evaluate the Validity of Models Used as Problem Representations in Science and Mathematics.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
PUB DATE- 26 Mar 85

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1985).
GRANT- SED80-16567
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *College Mathematics; *College Science; Higher Education; Mathematical Models; Mathematics Education; Mathematics Instruction; *Models; *Problem Solving; *Schematic Studies; Science Education; Science Instruction; Secondary School Mathematics; Secondary School Science; Theory Practice Relationship

When one encounters a problem that one has no adequate way of representing, a new mental model for the problem may have to be found. When a possible model is found, an important next step is to evaluate the validity of the model. In this document, examples of subjects finding and evaluating mental models used as problem representations are discussed in several case studies which depict expert scientists solving problems. This paper focuses on a non-deductive strategy called "bridging" that is used to evaluate the validity of a mental model and that has been observed in solutions to both science and mathematics problems. In constructing a bridge, the subject creates an intermediate case that is seen as "in between" the proposed model and the problem situation because it shares important features of both. A bridge can help the subject confirm or deny the validity of the analogy relation between the model and the problem. It is suggested that the bridging strategy observed in experts can be used to help students construct and refine new mental models. Numerous figures are provided. (Author/TW)

ED 286 760 SE 048 600

Evans, Joanna, Comp.
Asbestos. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for Science and Technology.
REPORT NO.- TB-87-1
PUB DATE- Jan 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Air Pollution; *Asbestos; Books; *Cancer; *Citations (References); *Environmental Education; Periodicals; Public Health; *Reference Materials; *Research Reports; Textbooks
IDENTIFIERS- *Library of Congress

Asbestos is a generic term that refers to several silicate materials occurring naturally as fibrous rocks. Insignificant amounts of asbestos fiber can be found in ambient air, but this, and materials containing hard asbestos, usually do not create problems. Soft materials, however, can release high amounts of asbestos fibers into the air, and exposure to high levels of the fibers have been found to cause such diseases as asbestosis, lung cancer, mesothelioma, and other cancers. This guide is intended to assist those who wish to research the uses, dangers, and problems of asbestos. It is designed to provide the reader with a set of resources found in the Library of Congress that can be used to focus on the topic. The document lists the subject headings used by the Library of Congress in cataloging information on asbestos. It also contains citations of materials categorized as: (1) brief introductions; (2) basic texts; (3) additional titles; (4) handbooks and encyclopedias; (5) other bibliographies; (6) conference proceedings; (7) government publications; (8) abstracting and indexing services; (9) journal articles; (10) technical reports; and (11) additional sources of information. (TW)

ED 286 774 SO 016 842

Copley, Paul
Schooling a More Productive Workforce: What Can We Learn from the Japanese?
SPONS. AGENCY- U.S.-Japan Education Group, San Francisco, CA.
PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Educational Objectives; Educational Philosophy; Educational Theories; Education Work Relationship; Elementary Secondary Education; Foreign Countries; *Human Capital; Job Performance; *Labor Education; *Labor Force; Organizational Effectiveness; Organizational Theories; Performance; Performance Factors; *Productivity; School Business Relationship
IDENTIFIERS- *Japan

If competitiors of the United States are making superior products and distributing them more effectively throughout the world, it may be because they are educating workers and managers in ways that create superior skills and discipline. Some U.S. educators agree with businessmen who point to Japan as a model that the United States should strive to emulate. One of Japan's keys to success has been a secure, well disciplined, highly motivated, and intellectually sophisticated work force. Through the use of quality control teams, laborers join managers to accelerate efficiencies in the factory through attention to detail and a willingness to improve their own productivity. To achieve this, Japanese schools teach self-discipline through the use of national examinations, which rank and separate students at the ninth-grade level. All students are taught the same curriculum, which stresses self-discipline and learning classical subjects rather than developing specific, marketable skills. An ideal Japanese business recruit will be self-disciplined and achievement oriented and will accept the dominance of the work group over self-interest. Shortcomings of Japan's educational system include the lack of interest in encouraging creativity, individual initiative, innovation, and higher level cognitive skills. What the United States can adapt from the Japanese school system will be constrained by the U.S. culture, the heterogeneity of its population, local control of schools, and the tendency of U.S. citizens to focus on self-achievement. (JHP)

ED 286 789 SO 018 275

Craft Artist Membership Organizations 1978. Report No. 13.
National Endowment for the Arts, Washington, DC. Research Div.
REPORT NO.- ISBN-0-89062-089-X
PUB DATE- Jan 81
NOTE- 54p.
AVAILABLE FROM- Publishing Center for Cultural Resources, 625 Broadway, New York, NY 10012 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Products; *Craft Workers; Creative Activities; *Handicrafts; Nonprofit Organizations; *Organizations (Groups); Primary Sources; Voluntary Agencies

To describe what has been learned about craft membership organizations is the goal of this research report, which utilizes data collected in a nationwide survey of craft organizations. Specific purposes of the study were aimed at developing a better understanding of U.S. craft artists and organizations. Findings indicated that a typical craft organization has existed for 10 years, has 90 local members, is involved in exhibits, sales, and workshops, is a nonprofit corporation, and has an annual budget of $3,500. Not all of its members work in the same medium, but a majority work with clay or fiber mediums. The largest number of the estimated 1,218 U.S. organizations is located in the east north central states, while the highest number of artists resides in New England and the eastern south central states. Over 60 percent of the responding organizations are involved in more than one craft medium. Jury review as a prerequisite to membership is imposed by 30 percent of craft organizations. Provided services and activities are frequently available to the general public, while special functions and publications tend to be oriented toward members. Most of these organizations perceive themselves as having few serious problems; there is also evidence that accelerated formation of crafts organizations occurred 5 to 10 years ago and that the current tendency is toward consolidation, rather than expansion. Figures, tables, and appendices are included. (JHP)

ED 286 803 SO 018 457

Duea, Joan; And Others
Black History: African Heritage, American Heritage.
University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.
PUB DATE- 85
NOTE- 66p.
AVAILABLE FROM- Unit III Products, Price Laboratory School, Univ. of Northern Iowa, Cedar Falls, IA ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Black Culture; *Black History; Black Influences; Black Leadership; *Black Studies; Childrens Games; Cultural Education; Elementary Education; Folk Culture; Instructional Materials; Learning Activities; Map Skills; *Social Studies; Songs; Units of Study
IDENTIFIERS- *Africa

Providing elementary school teachers with materials to enhance student awareness of black heritage is the goal of this unit. Each of the 10 lessons includes objectives, materials, and procedures as well as supplementary materials that may be duplicated for student use. The land and people of Africa are studied in lessons one through three. Games, folktales, and songs are used in lesson four to study African culture. Children simulate a safari to learn the different countries of Africa. Lesson five explores the journey of blacks from slavery to freedom. Black contributions to U.S. society in politics, science and industry, art, athletics, scholarship, and political activism are emphasized in lesson six. Soul food, folk heroes, games, and songs are provided in lessons 8 through 10 to further understanding of black American culture. (SM)

Barger, Robert N.
American Students' Perceptions of American Foreign Policy.
PUB DATE- 87
NOTE- 6p.; A paper presented at the Seminar on American Foreign Policy (Limerick, Republic of Ireland, March 9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; *College Students; Communism; Disarmament; *Foreign Policy; Government (Administrative Body); Higher Education; *International Relations; *Political Attitudes; *Student Attitudes; Student Behavior
IDENTIFIERS- *Reagan Administration

The perception of typical U.S. college students toward the Reagan administration's foreign policy is that it is based on the principle that Communism must be stopped at any cost. Students' beliefs are defined according to their reactions to specific U.S. foreign policy initiatives. Three areas have aroused considerable campus reaction and exemplify students' perception of this "stop Communism" approach as controlling U.S. foreign policy. The areas are: (1) nuclear arms proliferation; (2) divestiture in South Africa; and (3) U.S. support for the Contras in Nicaragua. Students believe that the eventual goal of the arms race is to achieve a balance of power aimed at stopping Communism. Students also believe that divestiture in South Africa is opposed by the Reagan administration because the government fears that divestiture may drive that nation into the Soviet camp. The students understand that the Reagan administration views the Contras as "freedom fighters" struggling for the democratic way. U.S. students would like to see a more idealistic approach in foreign policy. They see the nuclear arms race as an activity which risks planetary annihilation. They would prefer an arms limitation and a U.S. foreign policy which advocates human rights in South Africa. They would like a foreign policy which views other nations as equals instead of one that supports internal conflicts. (SM)

ED 286 832 SP 029 310

Sears, Constance; Husak, William S.
Contextual Effects in an Educational Setting: An Example of Level Three Research.
PUB DATE- 87
NOTE- 19p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Drills (Practice); Intermediate Grades; Physical Education; *Psychomotor Skills; Research Methodology; Secondary Education; *Skill Development; *Volleyball

A systematic three-level ("Level 3") approach to research in the motor behavior area was used to investigate the influence of varying degrees of contextual interference in the acquisition of volleyball serving skills. One hundred and twenty-eight middle school subjects learned three volleyball serves during a 3-week long unit in a physical education activity class. Subjects were divided into three groups: one followed a blocked schedule, another a serial schedule, and the third a random schedule of practice. Subjects were given skills tests with both subjective and objective criteria following completion of the unit. Results indicated no differences among groups, suggesting that laboratory findings in the the area of contextual interference do not necessarily generalize to practical settings. (CB)

ED 286 849 SP 029 386

Ungerleider, Steven
Drugs in Sport: An Overview.
Integrated Research Services, Eugene, OR.
PUB DATE- 2 Jun 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Athletes; Athletic Coaches; *College Athletics; *Drug Abuse; Drug Education; *Drug Use; Higher Education; Peer Influence; Performance Factors; Prevention; Stress Management; *Student Attitudes

This literature review addresses the prevalance of drug use and abuse among college athletes and the reasons for such abuse. Among reasons cited are status, peer pressure, boredom, and performance enhancement. Possible interventions that may prevent illegal drug use are also discussed, including educating coaches and trainers to help athletes, teaching athletes to deal with pressures and stress in more positive ways, and educating athletes, coaches, and staff about the dangers of drugs, both legal and illegal. It is recommended that a complex systems approach is needed for early education, prevention, and detection of potential substance abusers. The entire student athletic program must be rehauled, starting with recruitment practices, to avoid the creation of situations where student athletes may be tempted to turn to drug use. (CB)

ED 286 866 SP 029 436

Certification Manual. North Carolina Public School Professional Personnel.

North Carolina State Dept. of Public Instruction, Raleigh. Personnel Services Area.

PUB DATE- 87
NOTE- 101p.; Some appended materials contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Certificates; Elementary Secondary Education; *Public Schools; *School Personnel; *State Standards; *Teacher Certification; Teacher Qualifications; Teacher Salaries
IDENTIFIERS- *North Carolina

This manual presents information regarding the certification process for North Carolina public school professional employees. Sections present information on: (1) definitions of certification terms and classifications; (2) methods for obtaining certification, including approved programs, lateral entry, and reciprocity; (3) initial certification; (4) specific need certificates, provisional certification, and validated certificates; (5) methods of maintaining certification, including procedures for certificate renewal and for reinstatement of expired certificates; (6) certificate suspension and revocation; (7) certification in such special areas as exceptional children, Junior ROTC, safety and driver education, and vocational education; (8) special service personnel certification; and salary and certification information. Appendices include the North Carolina Statutes relating to certification, a list of teacher education approved programs, and certification forms. (CB)

ED 286 883 TM 870 135

Avant, Anna H.; O'Neal, Marcia R.

Investigation of the Otis-Lennon School Ability Test to Predict WISC-R Full Scale IQ for Referred Children.

PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Diagnostic Tests; Elementary Secondary Education; Gifted; *Intelligence Tests; Learning Disabilities; Mild Mental Retardation; Predictive Measurement; *Racial Differences; Sex Differences; *Student Placement; *Test Bias
IDENTIFIERS- *Otis Lennon School Ability Test; Potthoff Technique; *Wechsler Intelligence Scale for Children (Revised)

A public school district in Alabama uses the Otis Lennon School Ability Test (OLSAT) in place of the Wechsler Intelligence Scale for Children (Revised) (WISC-R) as a screening device for students who are referred for possible special education placement. To determine the relationship between the two tests, Pearson product moment correlation coefficients were computed for all referrals and for the following subgroups: (1) sex; (2) race; and (3) subsequent placement category (gifted, learning disabled, EMR, and no recommended placement). Also, the Potthoff technique was used to detect bias for sex, race, or the total group. WISC-R Full Scale IQ scores, OLSAT scores, and OLSAT School Ability Index were available for 431 of the students referred for placement in 1985-86. Subjects were ages 6-16; 283 were male, 148 female; 273 were white, 158 black. Correlations between the two tests were statistically significant for all but the gifted group. Correlations were slightly higher for females and whites; the EMR subgroup showed the lowest correlation. The Potthoff technique revealed a bias in prediction for race, but not for sex, for the group as a whole. Differences were also revealed within the learning disabled group and those not recommended for placement. (MGD)

ED 286 897 TM 870 523

Beins, Bernard C.; Porter, J. William

A Ratio Scale Measurement of Conformity.

PUB DATE- Aug 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Rating Scales; *Conformity; Deception; Higher Education; *Personality Measures; Psychological Testing
IDENTIFIERS- Ratio Scales

A sensitive technique for assessing conformity on a ratio scale was designed and tested in one group of 18 naive subjects and one group of 20 volunteer subjects, 10 of whom were naive and 10 of whom were informed. All subjects were undergraduates from Thomas More College (New York). The experiment required subjects to observe a line briefly displayed on a computer screen, then draw a line of equal length. In 16 trials, each subject drew alone and in a group, with the group being experimental confederates who erred in line drawing to influence the naive subject. The duration of the model line display varied, as did the delay before the subject began drawing. Informed subjects were advised by experimental confederates that deception was involved. Naive subjects' accuracy significantly decreased in the group situation, conforming to lines drawn by experimental confederates. Informed subjects showed no comparable conformity. This technique is reasonable, highly controlled, provides quantitative data, and allows for changing such factors as degree of confederate error. (MGD)

ED 286 911 TM 870 543

Chang, Lin; Becker, Betsy Jane
A Comparison of Three Integrative Review Methods: Different Methods, Different Findings?
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Effect Size; Higher Education; High Schools; *Hypothesis Testing; *Meta Analysis; Natural Sciences; Research Design; Sex Differences; Statistical Analysis; *Statistical Bias; Statistical Significance; Statistical Studies
IDENTIFIERS- *Science Achievement

Data drawn from 30 journal articles and ERIC documents reporting on gender differences in natural science achievement were re-examined. Three meta-analysis methods were used: (1) vote counts and vote-counting estimation procedures; (2) tests of combined significance; and (3) analyses of effect sizes. The three methods produced seemingly contradictory conclusions which were explained in terms of differences in the hypotheses tested by the methods, as well as the statistical properties of the methods. Effect-size analyses were found to be more informative for the study of single outcome constructs, whereas combined significance tests with or without effect-size analyses did not provide more information. Sex differences were not evident in many subject areas. However, males had higher achievement than females in physics by one-half of a standard deviation and in biology by about one-sixth of a standard deviation. (MGD)

ED 286 925 TM 870 566

Morrow, Jim M.

Interest Inventory Interpretation: Some Suggestions and Cautions.

PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Ability Identification; *Interest Inventories; Interrater Reliability; Job Satisfaction; Norm Referenced Tests; *Occupational Tests; Personality Assessment; Personality Measures; Profiles; *Self Evaluation (Individuals); Testing Problems; *Test Interpretation; Test Manuals; Test Reviews; Test Validity; *Vocational Interests
IDENTIFIERS- Iachon Index of Agreement; *Self Directed Search; *Strong Campbell Interest Inventory

This paper offers some suggestions and cautions concerning the use of the Self-Directed Search (SDS) and the Strong-Campbell Interest Inventory (SCII). A rationale for separate scoring of interest and ability sections of the SDS is provided, i.e., that correlations between interest and abilities and between abilities and vocational satisfaction are very low, but correlation between interests and vocational satisfaction is high. Research results in support of separate scoring, including the Iachon index of agreement, are presented. Implications and suggestions for the interpretation of separate interest and ability profiles for the SDS are included. Supplementary instructions for administration and a supplementary scoring sheet are attached. A discussion of possible distortions in SCII profiles due to the use of normed scores is provided. Research results which illustrate actual cases of distortion are presented. Instructions for the calculation of transformed SCII profiles in cases of suspected distortion are provided. Research results in support of the validity of transformed SCII profiles are included. (Author/JGL)

ED 286 939 TM 870 606

Wildemuth, Barbara
Coaching for Tests. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 83
NOTE- 4p.; ERIC/TME Update Series.
CONTRACT- 400-83-0015
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Entrance Examinations; Educational Testing; Higher Education; Instructional Effectiveness; Meta Analysis; Secondary Education; *Test Coaching
IDENTIFIERS- ERIC Digests; *Scholastic Aptitude Test

The term "coaching" applies to a variety of types of test preparation programs which vary in length, instructional method, and content. Most research on the effectiveness of coaching has examined the Scholastic Aptitude Test (SAT), a measure of academic abilities used to predict college performance. This ERIC Digest reviews studies of coaching for the SAT and addresses the effectiveness of coaching. Of several studies reported between 1950 and 1967, the diversity in the research designs used, the types of coaching programs studied, and sample sizes make it difficult to compare results across studies in a meaningful way. In 1980, Slack and Porter synthesized many earlier studies on coaching, concluding that training can effectively help students raise their SAT scores. In 1978-1979, the Federal Trade Commission (FTC) studied the effect of commercial coaching on SAT scores. A 1981 synthesis of coaching studies by Messick and Jungeblut included most of the studies in Slack and Porter's report, plus the FTC results. The most recent synthesis included all those studies cited by Slack and Porter, and Messick and Jungeblut. It is concluded that the data support a positive effect of coaching, but the size of the effect estimated from the matched or randomized studies (10 points) seems too small to be practically important. Sixteen bibliographic citations are included. (LMO)

Record 14 Fayette County Schools Assigned over 30 Percent Black Students 1986-87. Black Teachers Fall to Nine-Year Low of 187; Two Black Administrators Added.

Kentucky Commission on Human Rights, Louisville.

REPORT NO.- SR-87-4
PUB DATE- May 87
NOTE- 72p.
AVAILABLE FROM- Kentucky Commission on Human Rights, 832 Capital Plaza Tower, Frankfort, Kentucky 40601.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Busing; Change Strategies; Educational Environment; Elementary Secondary Education; Equal Education; *Faculty Integration; Minority Group Children; *Racially Balanced Schools; Racial Relations; *School Desegregation
IDENTIFIERS- *Kentucky (Fayette County)

This report examines the desegregation of students, teachers, and administrators in the Fayette County (Kentucky) Public Schools for the 1986-87 school year. It is based on counts of students and professional personnel made in September 1986. Findings show that racial polarization is intensifying in the Fayette County schools. More blacks and fewer whites are attending the elementaries in the northern sector of the county. A large and growing number of whites--and more blacks--are attending the elementaries in the southern area of the county. The central-area elementaries continue to have the highest percentage of black students. The current district assignment policy is creating overcrowded conditions in almost all the southern elementaries and underutilization of capacity in almost all the northern and central elementaries. Portable classrooms are being used to maintain segregation and avoid cross-district busing. The report suggests that an alternative to building a new elementary school and to adding more portables to the southern elementaries is to reassign white students from the overcrowded and racially imbalanced southern elementaries. The report includes charts and statistics which trace changes in racial mixture in the county. Four appendices include the following information: (1) student enrollment by race in county schools; (2) administrators and teachers by race in county schools; (3) methodological notes; and (4) a bibliography of related publications. (PS)

ED 286 967 UD 025 798

Education in a Changing South: New Policies, Patterns and Programs. Report on the Continuing Conference (Atlanta, Georgia, November 19-20, 1986). Current Themes in Rural and Urban Education.

Southern Education Foundation, Atlanta, Ga.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.; Rockefeller Foundation, New York, N.Y.

PUB DATE- 86

NOTE- 39p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Standards; Educational Improvement; *Educationally Disadvantaged; *Educational Policy; Elementary Secondary Education; Government Role; Politics of Education; *Poverty; Program Development; Rural Schools; *Student Needs; Urban Schools

IDENTIFIERS- Excellence in Education; *United States (South)

This report of a conference on educational policies, patterns, and programs in the South summarizes the opinions presented by each major speaker. The following topics were discussed: (1) the continuing necessity of extending educational opportunity to all; (2) the signs of an emerging crisis--the growing number of disadvantaged children and an increase in the degree of poverty--and the need for successful intervention models; (3) issues in school finance: changing patterns of inequality (growing disparity between urban and rural, rich and poor students); (4) keys to effective educational leadership; (5) the need for workable federal programs; (6) the impact of changing standards on students in disadvantaged districts; (7) building constituencies to support public education; (8) educational imperatives in the New South; and (9) schools and social issues. The general conclusion of the conference was that the nation's recent call for excellence in education has had the greatest impact on the urban and rural schools of the South. Pressured to meet new educational mandates, adapt to changing demographics and technologies, and respond to a host of emerging social issues, many rural and inner-city schools are struggling to cross a widening gulf that separates them from more affluent suburban counterparts. A list of conference attendees is included. (KH)

ED 286 983 UD 025 822

Hodgson, Frank M.

Culture-Specific Institutions that Delayed the Growth of Common Schools in the Antebellum South, 1700-1860.

PUB DATE- 21 Apr 87
NOTE- 34p.; Paper presented at the Austin Peay State University chapter of Phi Delta Kappa (Clarksville, TN, April 21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Standards; Blacks; Codes of Ethics; Elementary Secondary Education; *Elitism; Group Unity; *Individualism; Majority Attitudes; Moral Values; *Public Education; Public Opinion; Racial Bias; *Slavery; Social Desirability; *Social Values
IDENTIFIERS- Attitude Toward School; *United States (South)

This paper discusses the southern approach to education during the period of 1700 to 1860. During this period there developed in the South three culture-specific institutions that helped delay the growth of Common Schools, and later Public Schools. Those institutions were the following: (1) a code of honor; (2) the development of a structured hunting society; and (3) the condition of slavery. These institutions isolated many southerners from other parts of the country, greatly hindering educational growth and reform in the South for decades. The paper describes the social conditions and attitudes that created those institutions. It discusses differences in northern and southern concepts of education. On the whole, the South exaggerated the value of appropriate birth, race, class, and level of personal independence. This mitigated against any emphasis on or respect for learning. Included are an extensive list of references and several tables indicating percentages of young people receiving educations in the North and the South. (PS)

ED 286 761 SE 048 601

Evans, Joanna, Comp.
Career Opportunities in Science and Technology. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for Science and Technology.
REPORT NO.- TB-86-10
PUB DATE- Dec 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; *Career Education; *Citations (References); *Employment Opportunities; Periodicals; *Reference Materials; *Sciences; *Technology; Textbooks
IDENTIFIERS- *Library of Congress

As the field of science and technology expand, so do the career opportunities. The physical and life sciences, the applied sciences, and the high technology industries can provide opportunities for those who receive appropriate training and degrees. This guide is intended to provide those with an interest in pursuing careers in science and technology with a listing of some of the materials included in the Library of Congress that deal with such careers. It includes descriptions of jobs and careers, the training and courses required for them, the potential job markets, and rewards that are possible in choosing such a career. The document lists the subject headings used by the Library of Congress in cataloging information on career opportunities in science and technology. It also contains citations of materials categorized as: (1) brief introductions; (2) basic texts; (3) additional titles; (4) handbooks and encyclopedias; (5) other bibliographies; (6) Washington/Baltimore area job opportunities; (7) government publications; (8) abstracting and indexing services; (9) journal articles; (10) technical reports; and (11) additional sources of information. (TW)

Howlett, Charles F., Ed.; And Others
Amityville: An Overview.
Amityville Memorial High School, NY.
PUB DATE- May 87
NOTE- 116p.; Presented by the 1986-87 advanced placement U.S. history class, Amityville High School, Amityville, NY. Some photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022) Historical Materials (060)
DESCRIPTORS- Advanced Placement Programs; *Community Study; *Family History; High Schools; History Instruction; Learning Activities; Learning Strategies; *Local History; Oral History; *Primary Sources; Social Studies; Student Developed Materials; Student Publications; Student Research; *United States History
IDENTIFIERS- *New York (Amityville)

Secondary level student historians used oral history interviews, local records, newspapers, and personal events to depict the story of their town, Amityville, New York. Students chose their own topics, researched available materials, and wrote the papers. Many of the articles are enhanced with interesting local photography. An illuminating picture of the founding families is presented through personal interviews and study of local records and materials. Papers on government, the fire and police departments, the school system and its athletic program, and the village library offer historical insights and observations. Architectural development and change was chronicled through papers dealing with the Grand Old Hotels, the seven sites designated as historical landmarks, and the changes in homes from early American to bungalow styles. Local transportation was surveyed in papers on the railroad and the streets. The contributions of the Dominican Sisters of Queen of the Rosary of Amityville were recognized through an investigation of the origins of the order. (SM)

ED 286 804 SO 018 458

McClain, Janet; And Others

China: A Teaching Unit for Primary Grades.

University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.
PUB DATE- 85
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agriculture; *Cultural Education; *Culture; Elementary Education; *Folk Culture; Foreign Countries; *Geography; Handicrafts; Individualized Instruction; Instructional Materials; Learning Activities; Learning Centers (Classroom); Learning Modules; Map Skills; *Social Studies; Teaching Guides
IDENTIFIERS- Asia; *China; India; Japan; USSR

Understanding the culture of other nations contributes to the development of responsible citizens in a democratic society. A classroom teaching team proved these activities to be successful. Five initial lessons introduce students to the study of China by teaching Chinese geography. To enhance cultural understanding, 10 additional lessons focus on the following aspects of Chinese culture: (1) flags, (2) agriculture, (3) calligraphy, (4) calendar, (5) inventions, (6) karate, (7) tangrams, (8) crafts, (9) folk tales, and (10) Confucius. The unit culminates with plans for preparing Chinese dinner, having an open house, or organizing a homeroom meeting. Each lesson includes learner outcomes, materials, and implementation instructions for carrying out the activities. The lessons may be taught as a class activity or completed individually by students. A bibliography and supplementary materials are appended. (SM)

ED 286 818 SO 018 523

Citti, Lori A.
Teaching about the Soviet Union. ERIC Digest No. 42.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 4p.
CONTRACT- 400-86-0020
AVAILABLE FROM- Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Area Studies; *Course Content; Curriculum Design; Curriculum Development; *Curriculum Enrichment; Educational Strategies; Elementary Secondary Education; Instructional Design; Instructional Development; Instructional Improvement; Political Science; *Social Studies; *Teaching Methods
IDENTIFIERS- ERIC Digests; *Soviet Studies; *USSR

Given the global significance of Soviet-U.S. relations, elementary and secondary school students should learn about the Soviet Union, but most students graduate from high school with little knowledge and many misconceptions about this country. It is important to teach about the Soviet Union because of: (1) its emphasis in the U.S. media; (2) its size and cultural diversity; (3) its abundance of natural resources; and (4) its cultural contributions to life in the United States. In elementary school classes, teachers might compare and contrast U.S. regions and communities with those in the Soviet Union. A more focused examination can be achieved on the middle school level through the study of Soviet history, geography, and current events. High school world history classes should stress the teaching of Russian and Soviet history. Teaching strategies should include using an historical approach, teaching about the country's geography, comparing governmental and economic systems, stressing the cultural and ethnic diversity within the country, introducing primary sources, avoiding superficial conclusions, and presenting a balanced picture of the Soviet Union. (JHP)

ED 286 833 SP 029 314

Diez, Mary E.
The Knowledge Base: Issues for Liberal Arts Colleges. AILACTE Occasional Paper No. 7.
Association of Independent Liberal Arts Colleges for Teacher Education.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Research; Higher Education; Liberal Arts; Preservice Teacher Education; Private Colleges; *Teacher Effectiveness; *Teaching Experience

The phrase "the knowledge base" conveys the sense that there is one, monolithic set of information waiting to be codified and promulgated, probably available only through someone else's research. This paper argues that the knowledge base for teaching is continually being created and interpreted, especially by practitioners. The facts frequently are less important than the judgments made in specific situations, making the teacher a "situational decision maker." These two views have implications for teacher education in terms of what preservice teachers need to know and what combination of information and experience will prepare them for the next stage of development as teachers. Codification of the knowledge base for teaching can unify teacher educators if liberal arts colleges are involved in the process and can clarify and analyze what has been learned to distinguish the knowledge base as a complex web, instead of a file cabinet filled with "real" research. (MT)

Ungerleider, Steven

Athletes in Motion: Training for the Olympic Games with Mind and Body: Two Case Studies.

Integrated Research Services, Eugene, OR.
PUB DATE- Jun 86
NOTE- 15p.; Paper presented at the International Conference on Mental Health and Technology (Vancouver, British Columbia, Canada, June 8-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletes; Case Studies; *Competition; *Psychomotor Skills; Relaxation Training; *Skill Development; *Sport Psychology; *Training Methods

Two case studies illustrate the Fine-Tuning Effect and its benefit to participants in athletic competition. The Fine-Tuning Effect is the sharpening of psychological processes that enable physical skills to be expressed in a maximum fashion. Such techniques as muscle relaxation, visual imagery, guided fantasy, autogenic training, and meditation have been used to achieve results. Positive Replacement Imagery was also used to help athletes maintain relaxation during competition but retain complete focus and concentration on mind/body interaction. These two cases help define the relationship between the sports psychologist and the athlete. (CB)

ED 286 867 SP 029 441

Target Forecast. Public School Teachers.
Center for Education Statistics (OERI/ED), Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Employment Projections; *Public School Teachers; Secondary School Teachers; *Teacher Supply and Demand

This report forecasts an increase in the number of public school teachers from 1986 to 1987, with a decrease in the number of secondary school teachers. The 5-year outlook for 1987 to 1991 predicts the continued decline in numbers of secondary school teachers through 1989 with an anticipated increase thereafter. Elementary school teachers are predicted to increase in number throughout the 5-year period. A table showing figures for 1985 and 1986 and forecasts for the years from 1978 to 1991 is included. A chart comparing number of public school teachers with student enrollment from fall 1970 to fall 1985 with projections for the period between 1986 and 1991 is provided. Technical notes describe the methodology of the forecast and sources of data, and discuss forecast accuracy. (MT)

ED 286 898 TM 870 525

Milligan, Wayne
The Right Achievement Test Makes Sense of Your Curriculum Development.
PUB DATE- Jan 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Committees; Elementary Secondary Education; *Evaluation Criteria; Rating Scales; Records (Forms); School Districts; Standardized Tests; Testing Programs; *Test Selection

This paper describes the experiences of the Ector County Independent School District (Odessa, Texas) in selecting published achievement test to determine the effectiveness of a newly established curriculum. A task force of 24 faculty and staff met for three months. During this time they reviewed the district's philosophy of testing, developed new goals for the testing program, created a test evaluation form, and evaluated the current testing program. The two-page test form is included in the text of the paper. Major test publishers were invited to present their programs to the task force. Members of the task force received test materials in advance of presentations by publisher's representatives. Test materials were evaluated using the district's test evaluation form. Costs of implementing the district testing program were obtained from each publisher. The task force recommended the tests to be used and the schedule to be followed. It was assumed that the extensive involvement of faculty increased receptivity to test results and improved the quality of the testing program. A copy of the test evaluation form is included. (MDE)

ED 286 912 TM 870 544

Cahan, Sorel; Cohen, Nora
Improving the Validity of Classification Decisions on the Basis of Competency Test Performance by Means of Self Correction.
PUB DATE- 30 Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *Cutting Scores; Foreign Countries; *Mastery Tests; Primary Education; Testing Problems; *Test Reliability; *Test Validity
IDENTIFIERS- *Answer Changing (Tests); Israel; *Self Correction; Test Retest Reliability; Type I Errors; Type II Errors

Two types of classification error are possible in competency tests: erroneous classification of an individual as a "master" of the subject (Type II error), and erroneous classification of a master as a "nonmaster" of the subject (Type I). If steps are taken to minimize Type II errors, an artificially high number of true masters will be classified as nonmasters. The remedy for this problem is to empirically correct for incorrect answers caused by irrelevant factors (fatigue, lack of motivation, etc.). This is done by self-correction: administering the test, checking it, and resubmitting the incorrectly answered questions to the student. The examinee is allowed to correct those incorrect answers. The self-correction technique was used in testing some 4,000 third-grade students in 80 elementary schools in Israel. Forty-one open-ended mathematics questions were answered and corrected. Seventy percent of students with incorrect answers provided correct answers when retested. Based on this finding, the probability of misclassification of true masters as nonmasters (Type I error) was calculated to be 40%. Further analysis showed self-correction to increase the test's internal consistency and its replicability. Retesting two weeks later provided nearly identical results. (MGD)

Adair, John G.; And Others
Hawthorne Control Procedures in Educational Experiments: A Reconsideration of Their Use and Effectiveness.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Control Groups; *Educational Research; *Effect Size; Experimental Groups; Matched Groups; Meta Analysis; *Research Design; *Research Problems; Sampling
IDENTIFIERS- *Hawthorne Effect

A meta-analysis was conducted on 44 educational studies that used either a (labelled) Hawthorne control group, a manipulation of Hawthorne effects, or a group designed to control for the Hawthorne effect. The sample included published journal articles, ERIC documents or unpublished papers, and dissertations. The studies were coded on 20 variables, including the Hawthorne concern, Hawthorne control procedure, treatment controls, and sampling procedures. Each dependent measure was also coded on its outcome type. In most studies, the Hawthorne group was matched with the experimental group on a variable which reflected the Hawthorne concern: (1) an activity was performed to equate subjects with the experimental group's time, effort, interest, or novelty; (2) subjects were made aware that they were in an experiment; or (3) special attention was provided. Effect sizes were calculated for each treatment and for each Hawthorne group in comparison with the no-treatment control group, and for the treatment group in comparison with the Hawthorne group. Results in all but four cases were found to be nonsignificant, suggesting a database of generally poor quality. These preliminary results were consistent with previous reports of confusion surrounding artifact control. (GDC)

ED 286 984 UD 025 823

Jones, Judith Denton
Six School Complex: A Successful Innovation in Washington, D.C.'s Public Schools.
PUB DATE- 87
NOTE- 232p.; Foreword by Floretta Dukes Mckenzie.
AVAILABLE FROM- Six School Council, c/o Fillmore Arts Center, 35th and S Streets, NW, Washington, DC 20007 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Historical Materials (060) Books (010)
DESCRIPTORS- Change Agents; Citizen Participation; Community Action; Community Change; *Educational Innovation; Elementary Secondary Education; *Experimental Schools; Neighborhood Improvement; Parent Participation; *Public Schools; School Community Relationship; Urban Demography; *Urban Schools
IDENTIFIERS- *District of Columbia Public Schools

This text presents the results of a comprehensive, in-depth analysis of the development and activities of the Six School Complex, a group of schools in Northwest Washington, D.C. The Complex was organized in 1975 to cope with population shifts by increasing the number of neighborhood children attending public schools, to broaden and improve the quality of educational programs in the schools at reasonable costs, and to foster greater social integration. The book is organized into seven chapters which discuss the following topics: (1) events which led to the formation of the Complex, and details of the first two years' activities; (2) demographic and enrollment trends that affected the Six School community in the mid-1970s; (3) development of a special program for students in transition at the Hardy Middle School; (4) development of the Fillmore School, first as a special resource center, then as an arts center; (5) administration, organization, and leadership of the program; (6) critical issues faced by the Complex, including teaching staff, curriculum development, buses, enrollment policy and patterns, and the issue of boundary revisions for the elementary schools; and (7) summary of key developments of the Complex which can serve as guidelines for the formation of similar clusters, and further examples of innovative and cooperative arrangements among nearby public schools. An extensive list of references is included. Six appendices include proposals, memoranda, plans, bylaws, and guidelines used by the Complex. (PS)

ED 286 775 SO 017 177

Feminist Newspapers 1970-1980: An Index to Holdings in the Lake Forest College Library.

Lake Forest Coll., Ill.

PUB DATE- 85
NOTE- 82p.
AVAILABLE FROM- Donnelley Library, Lake Forest College, Lake Forest, IL 60045.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Archives; College Libraries; *Females; *Feminism; Higher Education; Indexes; Library Catalogs; Library Collections; Library Materials; *Newspapers; Primary Sources; Reference Materials
IDENTIFIERS- Alternative Press

Three indexes to the contents of the Lake Forest College (Illinois) Library's special collection of 600 issues of feminist alternative newspapers, generated by the women's movement between 1970 and 1980, are provided. Geographic, title, and subject indexes are listed, and primary source material on the women's movement in relation to labor, sports, education, biographies, fortune telling, art, discrimination, and nuclear power is featured. An overview of the major topics of the women's movement is provided through a selected subject index, which is based on topics covered in major newspaper articles. Arranged alphabetically by state and city, the geographic index lists newspaper titles and their corresponding volumes and issues archived in the library. Ninety-four separate titles are listed alphabetically in the title index. This collection is available to the public for research purposes. (JHP)

ED 286 884 TM 870 153

Braun, Henry; And Others
The Predictive Validity of the Scholastic Aptitude Test for Disabled Students. Studies of Admissions Testing and Handicapped People, Report No. 8.
College Entrance Examination Board, Princeton, N.J.; Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-86-38
PUB DATE- Oct 86
NOTE- 73p.; For other reports in this series, see ED 251 485, ED 251 487, ED 268 154, ED 269 418, ED 275 697, and ED 281 863.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; *Disabilities; Educational Testing; Grade Point Average; *Grade Prediction; Hearing Impairments; Higher Education; High Schools; Learning Disabilities; *Physical Disabilities; *Predictive Validity; Regression (Statistics); Scores; Visual Impairments
IDENTIFIERS- *Scholastic Aptitude Test

Scholastic Aptitude Test (SAT) validity data on disabled students were obtained from 145 institutions with validity data on nonhandicapped students. First year grade point averages (FYAs) were obtained for almost 1,000 disabled students who had taken special test administrations of the SAT with extra time and for more than 650 disabled students who had taken standard test administrations. Empirical Bayes procedures were used in conjunction with the sample of nonhandicapped students to develop separate regression equations for each of the 145 institutions. This study examined whether regression equations based on data from nonhandicapped students predicted the performance of handicapped students as well as the nonhandicapped. The SAT performance of visually impaired and physically handicapped people was not very different from that of the nonhandicapped students. The SAT scores of learning-disabled students were considerable lower and those of hearing-impaired students even lower. Results also showed patterns of overprediction and underprediction in FYA predictions based on high school grades alone. In addition, SAT scores from special test administrations overpredicted the college performance of students with disabilities, especially learning disabilities. This was not true, however, for hearing-impaired students. (Author/GDC)

ED 286 940 TM 870 607

Computerized Adaptive Testing. ERIC Digest.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 4p.; ERIC/TME Update Series.
CONTRACT- 400-83-0015
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Item Banks; *Latent Trait Theory; Testing Problems; Test Items
IDENTIFIERS- ERIC Digests

This brief overview notes that an adaptive test differs from standardized achievement tests in that it does not consist of a certain set of items that are administered to a group of examinees. Instead, the test is individualized for each examinee. The items administered to the examinee are selected from a large pool of items on the basis of the correctness of the examinee's previous responses. Several steps are involved in constructing a computerized adaptive test (CAT): (1) the item pool must be developed; (2) some item characteristics must be calculated for each item; and (3) a strategy for deleting items from the item pool must be chosen, along with a scoring procedure. Latent trait theory assumes that an underlying trait is the sole determinant of an examinee's responses to test items, and that performance on an item is governed by two factors: the examinee's ability and the item's difficulty. Several item selection strategies have been developed, including the Robbins Monro procedure, fixed step size, the flexilevel method, the Bayesian approach, and the stratified-adaptive approach. Advantages of CAT are its increased efficiency, optimization of the difficulty level of the test for each examinee, and administration convenience. The most obvious constraint on the use of CAT is the problem of availability of appropriate computer hardware and software. (LMO)

ED 286 953 UD 025 772

Inner-County Boundary Adjustments Pull Nearly all Schools within Guidelines 1986-87: Percentage of Black Teachers Unchanged, but Number Up; No Black Football and Basketball Coaches at Four Schools, Few Whites at Formerly-Black Schools.

Kentucky Commission on Human Rights, Louisville.

REPORT NO.- SF-87-1
PUB DATE- Feb 87
NOTE- 56p.
AVAILABLE FROM- Kentucky Commission on Human Rights, 701 West Muhammed Ali Boulevard, Louisville, KY 40203.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Busing; Change Strategies; Educational Environment; Elementary Secondary Education; Equal Education; *Faculty Integration; Minority Group Children; *Racially Balanced Schools; Racial Relations; *School Desegregation
IDENTIFIERS- *Kentucky (Jefferson County)

School officials, civil rights advocates, and students and parents deserve praise for the success the Jefferson County (Kentucky) Public Schools integration program has had in placing almost all schools within the enrollment guidelines for the 1986-87 school year for the first time since school desegregation began. Recommendations made for continuing successful integration efforts include the following: (1) a return to counting enrollment in mid-November; (2) possible boundary adjustments to accommodate adding 550 more black students to the inner-county secondary schools; (3) hiring of more black teachers and administrators; (4) use of hiring practices to break the destructive pattern of racial identifiability in the assignment of professional personnel that has emerged in some schools; and (5) support of efforts to increase housing desegregation. Charts are included which illustrate findings. Two appendices provide statistics on student enrollment by race in Jefferson County Public Schools, and administrators and teachers by race and region in the county schools. (PS)

ED 286 968 UD 025 799

Hertz-Lazarowitz, Rachel; Steinberg, Shimon
Friendship in the Context of Desegregated Schools in Israel.
PUB DATE- 20 Apr 87
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; Classroom Environment; Foreign Countries; *Friendship; *Heterogeneous Grouping; *Homogeneous Grouping; School Desegregation; Secondary Education; Social Influences; *Social Networks; Track System (Education)
IDENTIFIERS- Homerooms; *Israel

This study analyzes the impact of school structure on the friendship networks of students in desegregated schools in Israel. It highlights the importance of school features, such as the homeclass, to the formation of relationships among seventh through ninth grade students. A review of research literature on this topic is presented in the areas of friendships, desegregated schools, and contact theory/categorization processes. School policies for assigning students to classrooms is the structural feature in question. The findings show that students grouped in homogeneous homeclasses with low academic status name out-of-homeclass students as their friends while students in homogeneous homeclasses of high academic status name in-class students as their friends. Students in heterogeneous homeclasses have a more balanced structure of insider/outsider friendships. The balance may be due to the increased contact of these latter students with classmates who are more diverse than those in homogeneous classrooms. These results indicate that educators, administrators, and policy makers must become more aware of the social aspects of schooling so that the educational environment can help to foster better social development. Six tables and a 49-item bibliography are included. (VM)

Lynn, David H., Ed.
What Place for the Arts?
Council for Basic Education, Washington, D.C.
PUB DATE- May 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; *Curriculum Development; Elementary Secondary Education; Fine Arts; Humanities; Integrated Curriculum; Interdisciplinary Approach; *Music Education; Visual Arts

The elementary secondary curriculum in the United States could benefit from redefining the arts as a discipline to be interwoven into the school's curriculum. Four essays in this issue explore the question of the arts in education. John Holdren comments in "Will the Band Play On?" that music educators must stress the serious study of music as its own language and include instruction in performance as well as in music appreciation. Dennis Gray maintains in "Excellence as Juggernaut" that, with the advent of "excellence in education," there has been increased lobbying from each of the disciplines for inclusion in the curricula. In order to adequately teach all the disciplines, restructuring of schools is necessary. Teachers must spend more time involved in serious discussion of ideas and issues with fewer students. Related disciplines should be integrated--in both curriculum content and in instructional methods. Eight high schools in Los Angeles are merging history, literature, and the arts in a pilot program. Students will find themselves learning about a single period of history in several courses. Elliot W. Eisner says, in "Why Arts Are Basic," that a virtue of an effective arts education is helping children learn from what they see, hear, and touch. The document concludes with a review, by John Holdren, of the book, "Within the Walled Garden: The Story of a School," by Charles Merrill. (SM)

ED 286 834 SP 029 329

Beijaard, D.
Research on and Development of Teaching by Instructors in the Dutch Training Centres for Practical Agricultural Education.
PUB DATE- Jul 87
NOTE- 18p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Agricultural Education; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; *Teacher Characteristics; *Teacher Improvement
IDENTIFIERS- *Netherlands

Eleven training centers for practical agricultural education in the Netherlands provide practical courses for all levels of students or trainees. A sample of 29 experienced instructors was selected at random from the centers to participate in the research project designed to identify the didactical qualities of the instructors and to develop an inservice training program based on the results. Data collection involved interviews, observations of practical lessons, retrospective techniques, and log books. Discussed are several characteristics of practical teaching of the instructors, including subjectivity and intentionality, reflexivity, relation to the context, and limitation. Special attention is paid to aspects of the instructors' task environment, its influence on teaching, and issues regarding the teaching process itself. The quality of instructors' reflections on their own teaching process has implications for a didactical inservice training program that would enable instructors to improve their teaching capabilities. (Author/MT)

ED 286 851 SP 029 388

Beginning Teacher Assistance Program. Questions and Answers about the Assessment and Assistance Components.
Virginia State Dept. of Education, Richmond.
PUB DATE- 86
NOTE- 24p.; For the Beginning Teacher's Handbook see SP 029 390.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Inservice Teacher Education; *Minimum Competencies; Staff Development; State Programs; Teacher Certification; Teacher Effectiveness; *Teacher Evaluation; *Teacher Orientation; *Teacher Qualifications; *Teaching Skills
IDENTIFIERS- Beginning Teacher Assistance Program VA; Beginning Teacher Induction; *Virginia

The Beginning Teacher Assistance Program was adopted by the Virginia Board of Education to ensure that teachers certified by the state demonstrate the minimum competencies necessary to perform satisfactorily. The first section of this booklet describes the program's assessment component and lists the 14 competencies teachers are expected to demonstrate. The competencies fall into the areas of: academic learning time; student accountability; clarity of lesson structure; individual differences; evaluation; consistent rules; affective climate; learner self-concept; meaningful learning; planning; questioning skills; reinforcement; close supervision; and awareness. The observation process is also described. The second section describes the assistance component of the program and answers questions regarding who receives assistance, how assistance is provided, length of instructional sessions, session organization, and session attendance. (CB)

Professional Development Model: A "Wholistic" Approach.
North Dakota State Dept. of Public Instruction, Bismarck.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Holistic Approach;
*Individual Development; *Inservice Teacher Education;
*Professional Development; *State Programs
IDENTIFIERS- *North Dakota

In 1986, following the mandate of the North Dakota Legislature, the Teachers' Professional Practices Commission recommended to the State Superintendent of Public Instruction a statewide model for professional development of educators. The model was developed in cooperation with educators, professional associations, state agencies, two state universities, and the Mid-continent Regional Educational Laboratory. The model is holistic because it takes into account the entire spectrum of needs of the educator including professional growth, personal growth through professional associations, opportunities for education through internships and on-the-job training, opportunities for guided practice and peer assessment, creation of classroom and school climates conducive to learning, educator empowerment by the district, and opportunities to participate in activities fostering physical and mental health. Two appendices are included, one listing research findings on conditions that lessen the impact of professional growth activities, and one enumerating some common limitations to staff development and professional growth. (MT)

ED 286 899 TM 870 529

South Carolina Statewide Testing Program: 1986 Summary Report. Office of Research Report Series, Volume One, Number 88.

South Carolina State Dept. of Education, Columbia. Office of Research.

PUB DATE- Dec 86

NOTE- 215p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Achievement Tests; Basic Skills; Educational Trends; Elementary Secondary Education; *Local Norms; National Norms; Norm Referenced Tests; School Districts; *Scores; *State Norms; State Programs; Testing Programs; Trend Analysis

IDENTIFIERS- *Comprehensive Tests of Basic Skills; South Carolina; *South Carolina Statewide Testing Program

The Comprehensive Tests of Basic Skills, Form U, measuring achievement in reading, spelling, language, mathematics, reference skills, science, and social studies, were administered to fourth-, fifth-, seventh-, ninth-, and eleventh-graders from all 92 South Carolina school districts, in Spring, 1986. Results were compared to national norms and to state and district scores from previous years. While only fourth-grade students scored above the national median in all seven areas, South Carolina's scores were above the 50th national percentile in most skill areas except reading. The median national percentile for the total battery was 57 for grade 4, 51.1 for grade 5, 52.6 for grade 7, 48.2 for grade 9, and 51.3 for grade 11. The achievement scores for grades 4 and 7, which have been tested since 1983, have risen every year; the fourth-grade total battery median has climbed from 43.6 percentile in 1983 to 57 percentile in 1986. The achievement scores for grade five showed gains in all areas in 1986. Also, in 1986, more school districts had greater than half of their students above the national median than in 1985. (More than three-fourths of this document consists of data tables and graphs). (JGL)

ED 286 762 SE 048 602

Halasz, Hisako, Comp.
Biological and Health Effects of Electromagnetic (Nonionizing) Radiation. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for Science and Technology.

REPORT NO.- TB-86-5
PUB DATE- Nov 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; *Citations (References); Environmental Education; Periodicals; Physics; *Pollution; Public Health; *Radiation Effects; *Reference Materials; *Research Reports; Textbooks
IDENTIFIERS- *Electromagnetic Field; Library of Congress

The environment we live in today is filled with human-created electromagnetic fields generated by a variety of sources, including radio and television transmitters, power lines, and visual display terminals. (In addition, there exists a natural background of electromagnetic fields.) The term "electromagnetic pollution" is often used to describe the recent proliferation of artificial sources of electromagnetic fields in our environment. This document was developed to help the interested reader locate materials in the collections of the Library of Congress on the biological and health effects of electromagnetic fields. Although it was intended to be a comprehensive bibliography, it is designed to provide the reader with a set of resources that can be used to focus on the topic. The document lists the subject headings used by the Library of Congress in cataloging information on electromagnetic radiation. It also contains citations of materials categorized as: (1) brief introductions; (2) basic texts; (3) additional titles; (4) handbooks and encyclopedias; (5) other bibliographies; (6) conference proceedings; (7) government publications; (8) abstracting and indexing services; (9) journal articles; (10) technical reports; and (11) additional sources of information. (TW)

ED 286 776 SO 017 905

Malcolm, Dolores B.; And Others
A Manual for Implementing Project Equity: A Sex Equity Law-Related Education Program.
Saint Louis Public Schools, Mo.
PUB DATE- 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Civil Rights; Civil Rights Legislation; Elementary Secondary Education; Equal Protection; *Law Related Education; Laws; Lesson Plans; Minority Groups; Pilot Projects; Program Descriptions; Program Guides; *Sex Discrimination; *Sex Fairness; Teacher Workshops; Workshops
IDENTIFIERS- *Project Equity

Project Equity was a one-year project, funded by the Women's Educational Equity Act Program of the Department of Education, to enable the Saint Louis (Missouri) Public Schools to develop, test, and disseminate a curriculum on sex equity issues and laws. Designed to be integrated with law-related education programs in grades six through eight, the program includes a training module for teachers and administrators. Project Equity's goals include teaching equal treatment for both sexes and strengthening student understanding of state-mandated competencies. The manual presents information on how to plan and organize training workshops for potential teachers and stresses resources, logistics, finances, evaluation, and follow-up tasks. The appendices, which comprise three-fourths of the manual, include projects to enhance classroom, school, and community involvement; a sample lesson evaluation form; and information to be utilized by resource persons. The workshop lesson plan which includes a student test and an evaluation form, is also appended. (JHP)

ED 286 791 SO 018 384

Stickel, George W.
Cultural Pluralism and the Schools: Theoretical Implications for the Promotion of Cultural Pluralism.
PUB DATE- 15 Feb 87
NOTE- 40p.; Paper presented at the Annual Conference of the American Association of Colleges for Teacher Education (Washington, DC, February 15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biculturalism; Cultural Awareness; Cultural Differences; *Cultural Education; Cultural Images; Cultural Influences; *Cultural Pluralism; Cultural Traits; Elementary Secondary Education; Ethnic Groups; Ethnicity; *Ethnic Studies; Ethnocentrism; Ethnography; Ethnology; Intercultural Programs; *Multicultural Education

Ethnic differences are valuable to the well-being of society, but it is difficult to determine how to transmit this cultural value from one generation to another. The development of the value of cultural pluralism is dependent upon the development of both a comprehensive theory of cultural pluralism and a model of cultural transmission which focus on the breadth, depth, and changes of ethnic groups within society. Four conditions must be met for cultural pluralism to thrive: (1) cultural diversity must be present within society; (2) interaction must exist between and among groups; (3) co-existing groups must share approximately equal political, economic, and educational opportunity; and (4) society must value cultural diversity. Since all aspects of cultural pluralism and transmission are constantly in a state of flux, the resultant effect is that each group and society itself continually evolves or changes. Some groups are assimilated, others form, and still others grow larger. Lack of representation of minorities in the teaching force limits the potential for affirmation of pluralism. If cultural diversification exists within a group, the potential for pluralistic values increases. Students must be taught that there are benefits in cultural awareness, and, while classroom learning situations should focus on the major values of society itself, an understanding of the value of differences should be promoted. (JHP)

ED 286 819 SO 018 527

Fleet, Jim; Patrick, John J.

America Past. Teacher's Guide. Sixteen 15-Minute Programs on the Social History of the United States for High School Students.

Agency for Instructional Technology, Bloomington, IN.
PUB DATE- 87
NOTE- 51p.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402-0120 ($2.35). The accompanying video programs are available at $125 each, $1495 complete set; rental, $25.00 per program per week.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Artists; Audiovisual Aids; Authors; *Colonial History (United States); Cultural Background; *Cultural Influences; History Instruction; Instructional Materials; Secondary Education; Slavery; Social Action; Social Change; *Social History; Social Influences; *Social Studies; Teaching Guides; Transportation; *United States History
IDENTIFIERS- Westward Movement (United States)

This teacher's guide was designed to accompany 16 short video programs that trace the social and cultural development of the United States and show that today's society is the result of diverse historical events, ideas, and people. The guide provides program summaries, ideas for discussion, review questions, and extra credit projects. Spanish, French, and English cultural contributions and their impact on U.S. society are detailed. The distinct social cultures that developed in the southern and New England colonies and their effect are emphasized. The development of transportation unified parts of the nation and gave impetus to the westward movement and industrialization of the north. These events are presented in several programs. The many reform movements (abolition, women's rights, utopian reform) that changed the nation and gave it its character are all part of the series. The way in which artists and writers contributed to the culture and helped to preserve it is also explored. (SM)

ED 286 913 TM 870 545

Stanley, Julian C.

Gender Differences on the College Board Achievement Tests and the Advanced Placement Examinations: Effect Sizes Versus Some Upper-Tail Ratios.

PUB DATE- 24 Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *Advanced Placement; *College Entrance Examinations; *Effect Size; Equivalency Tests; Higher Education; High Schools; Intellectual Disciplines; *Sex Differences
IDENTIFIERS- *Advanced Placement Examinations (CEEB); *College Board Achievement Tests

Gender differences were determined for scores on the 14 College Entrance Examination Board achievement tests taken between 1982 and 1985. Effect sizes showed a tendency for males to score higher relative to females, while the percentage of male examinees increased. Based on Cohen's classification of effect sizes, differences in six of the 14 tests were small and two were moderate. All favored males. At the upper end of the test score scale, physics in 1983 showed the largest effect size, 0.060. Classified as moderate by Cohen, this effect size corresponded to almost 14 males to each female who scored 700-800, perhaps meriting a stronger classification than moderate. Other examples include scores for European history, Latin, biology, English composition, and English literature. For Advanced Placement examination scores between 1984 and 1986, the largest mean effect size was for computer science, taken by 85% males. Four other science examinations--three physics tests and chemistry--showed the next largest effect sizes and were also taken by the most males. These differences were not as strong as those seen on the College Board achievement tests. (MGD)

ED 286 927 TM 870 568

Sherwood-Fabre, Liese

An Examination of the Concept and Role of Program Monitoring and Evaluation.

PUB DATE- 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1,1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Evaluation Methods; Evaluators; *Formative Evaluation; *Program Administration; Program Effectiveness; *Program Evaluation; Program Implementation
IDENTIFIERS- Impact Evaluation; *Program Monitoring

This paper examines the concepts of program monitoring and program evaluation in the literature, and offers working definitions based on two dimensions of measurement: focus (what questions are addressed) and timing (how often the measures are taken). Focus can be on inputs to the program or outcomes from it; timing can be one-shot or continuous. Continuous measures are here considered to be monitoring--"input monitoring" if the measures are on inputs, "impact monitoring" if they are on outcomes. One-shot measures are considered to be evaluation--"process evaluation" if it measures inputs, "impact evaluation" if it measures outcome. The paper further defines program monitoring as part of the evaluation process, and notes that program evaluators must work with project managers in making informed decisions, avoiding information overload, and implementing and monitoring effective programs. The different definitions of program monitoring by Rossi, Freeman, and Wright by the Evaluation Research Society, by the World Bank; by J. Wholey, and by the International Statistical Program Center are considered and compared. (JGL)

ED 286 954 UD 025 773

Moles, Oliver C.
Trends in Student Misconduct: The 70s and 80s.
PUB DATE- 9 Jul 87
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Antisocial Behavior; *Crime; *Delinquency; Educational Environment; *School Security; School Vandalism; Secondary Education; Stealing; Vandalism; *Victims of Crime; Violence
IDENTIFIERS- Assaults

This paper examines national data from the early 1970s to the mid 1980s in order to identify trends in student and teacher victimization in schools. All the student and teacher victimization data reviewed in this paper contradict the notion of a progressive worsening of the school crime problem. Assault statistics showed little change, robberies went down in the most recent period, and thefts showed a long-term decline. Thefts from teachers and all offenses against students in schools, as reported by the victims, remained essentially level or declined in the 1970s and 1980s. Though there have been few other studies on the subject, those that exist show great disparities in findings. Results suggest that societal forces rather than school factors may explain the overall trends. One such condition could be the smaller number of youth today. Another possibility is tougher law enforcement. The risks of being victimized vary with the school setting. Junior high schools and schools in large cities are likely to have more crimes of personal violence than senior high schools or schools in other locations. Six tables summarize findings. A list of references is included. (PS)

ED 286 969 UD 025 800

Rosenberg, Sam

Racial Differentials in Younger Male Occupational Mobility Over the Business Cycle, 1966-1975.

Roosevelt Univ., Chicago, Ill.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 86
NOTE- 11p.; Paper presented at the Annual Conference of the Industrial Relations Research Association (38th, December 1985); reprint from the Proceedings, p391-399.
GRANT- DOL-21-25-78-46
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Business Cycles; Craft Workers; *Economically Disadvantaged; Employment Level; *Employment Patterns; Equal Opportunities (Jobs); Labor Economics; Labor Force; *Males; *Occupational Mobility; *Quality of Working Life; *Racial Differences; Social Status; Whites

This paper examines the effects of cyclical economic fluctuations on the occupational mobility of younger black and white male workers during the years between 1966 and 1975. Two measures of occupational standing were applied to 805 men who in 1966 were between the ages of 14 and 24 years. Their occupational position for the 10-year period was compared with economic upturns and recessions to ascertain racial differences in occupational gain. The analysis showed that younger black men were more likely to be at the bottom of the occupational categories than were younger white men. In all categories blacks held lower status positions than did whites. Both blacks and whites moved up the occupational hierarchy as groups, but when whites began in the same categories as blacks, they improved their occupational status more than blacks did over the 10 years. During the economic downturn of the 1970s, black craft workers suffered large losses in occupational status relative to white craft workers. (VM)

ED 286 985 UD 025 824

The Comprehensive Child Development Centers Act. Report from the Committee on Labor and Human Resources (To Accompany S. 1542). 100th Congress, 1st Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-100-141
PUB DATE- 3 Aug 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Development Centers; *Economically Disadvantaged; Family Involvement; *Federal Programs; Futures (of Society); *Intervention; Low Income Groups; Parenting Skills; Poverty Areas; Preschool Education; Public Policy
IDENTIFIERS- *Project Head Start

This report of the Committee on Labor and Human Resources recommends that the Senate pass the Comprehensive Child Development Centers Act of 1987, S. 1542. The bill amends the Head Start Act to provide for the establishment of several child development centers designed to encourage supportive services for infants and young children from low income families, in an attempt to prevent educational failure and reduce the likelihood that young children will be caught in a cycle of poverty. The report provides information on the following: (1) background of the bill and the need it addresses; (2) major provisions of the legislation; (3) result of committee vote on the bill; (4) cost estimate from the Congressional Budget Office; (5) regulatory impact; and (6) print of the section of the existing law that would be amended. (PS)

ED 286 885 TM 870 418

Tomsic, Margie L.; And Others
The Effect of Poor Fitting Items on the Distributions of Extended Caution Indices.
PUB DATE- Apr 87
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Elementary Education; *Goodness of Fit; *Latent Trait Theory; *Statistical Distributions; Test Construction; Testing Problems; Test Interpretation; Test Items; Test Reliability
IDENTIFIERS- Caution Indices; Comprehensive Tests of Basic Skills; *Confidence Intervals (Statistics); *Extended Caution Index; Rasch Model

Extended caution indices (ECI) specify the degree of confidence that can be placed in an individual's test score by analyzing patterns of item response. Among the most promising of such indices are the standardized ECIs. Contrary to the literature, several instances were found, in a previous study, of nonnormal distributions of ECIs with samples taken from four different grade levels. Several items from the study failed to fit the Rasch model. The current study examined whether ECI distributions approach normality if worst fitting items are dropped from analyses. The sample consisted of Comprehensive Tests of Basic Skills (CTBS) data from 700 third grade students and 737 seventh grade students. Seven out of eight distributions deviated from normality. Removal of the worst fitting items did not return the distributions to normal. The percentage of students at the extreme ends of the curves remained constant despite the inclusion or deletion of test items.

Distributions were most stable at upper grade levels. Given the robustness of these indices, they may still prove useful in identifying mismeasured students. The results of this study posed more questions than answers. Further reesearch is needed, and replication using different measures of item misfit is recommended. (Author/MDE)

ED 286 941 TM 870 608

Stupp, Emma Gonzalez
Finding Information about Tests. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 4p.; An ERIC Digest published in the ERIC/TME Update Series.
CONTRACT- NIE-400-83-0015
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Databases; *Educational Testing; *Information Retrieval; *Information Sources; Research Reports; Search Strategies; *Test Reviews
IDENTIFIERS- ERIC; ERIC Digests; Mental Measurements Yearbook; Test Collection (Educational Testing Service)

Recent emphasis on stricter educational accountability measures has resulted in a profusion of educational and psychological tests available in today's market. This ERIC Digest has been prepared to meet educators' needs to find information about tests quickly and easily. Three resources discussed are the Test Collection database, the Mental Measurements Yearbook database, and the ERIC database. Three topics are examined: (1) finding tests and other measurement instruments; (2) finding test reviews; and (3) finding studies about a certain test. The Test Collection database can be searched online for tests, using test-related terms as descriptors or identifiers. The ERIC database can be searched online using publication type codes, using test-related terms as major descriptors, and by combining publication type code and specific test-related descriptors. The Mental Measurements Yearbook database can be searched using subject classifications. Test reviews are also available in ERIC, using the descriptor "Test Reviews," and in the Mental Measurements Yearbook and its monthly updates. A test can also be searched using its specific name. (LMO)

Boyer, Ernest L.; Eisner, Elliot W.
The Arts, Language and the Schools.
Council for Basic Education, Washington, D.C.
PUB DATE- 87
NOTE- 9p.; Boyer's paper was prepared for a conference of the Getty Center for Education in the Arts.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aesthetic Values; *Art Education; Art Expression; *Communication (Thought Transfer); Elementary Secondary Education; Language; Language Enrichment; *Self Expression; *Symbolism

The human species excel in the exquisite use of symbols. The sending and receiving of sophisticated messages sets humans apart from all other creatures on planet earth. The arts are one of mankind's most visual and most essential forms of language; and if children are not educated in the symbol system called the arts, they will lose not only their culture and civility but their humanity as well. There are three important reasons the arts are needed in the nation's schools: (1) the arts help children express feelings and ideas that words cannot convey; (2) the language of the arts can integrate our splintered academic world; and (3) the arts provide the child with a language that is universal. An artless school is an impoverished place reflecting a set of values boding ill for society. For the arts to gain a secure place in the curriculum, three factors must be present: (1) assessment procedures within the schools and for university admissions must be broadened; (2) the public's understanding of what counts as education must become broader and deeper; and (3) educationally substantive programs must be developed, and teachers who are capable of teaching the arts must be trained. Living in an interdependent world, today's students need to learn languages that transcend the intellectual and ideological barriers that distrust truth and suffocate the human spirit. (SM)

ED 286 835 SP 029 344

Walstad, William B.; Soper, John C.

Economic Literacy, Teacher Instruction, and Preparation for the World of Work.

PUB DATE- Jan 87
NOTE- 21p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Economics Education; Educational Needs; High Schools; *High School Students; *Knowledge Level; Relevance (Education); Teacher Education; Test Results
IDENTIFIERS- *Test of Economic Literacy

This paper analyzes the economic knowledge of high school students based on national data from 8,000 students who took the revised "Test of Economic Literacy," a nationally normed and standardized achievement test in economics. First, the validity and reliability features of the test are presented and then the test scores are broken down across many student characteristics. Second, data from both forms of the test are combined and analyzed to identify areas of the strongest and weakest performance across major topics and economic concepts. Third, teacher survey data are reported on what economic concepts are taught in the classroom and these results are compared to student findings. Finally, implications are drawn for improving classroom instruction and teacher training in economics. Economics is a vital subject to be taught in schools because it provides an understanding of how economic systems work and aids in evaluating life's choices in our roles as workers, consumers, and citizens. (Author)

ED 286 852 SP 029 390

Wildman, Terry M.; And Others
Beginning Teacher's Handbook.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Coll. of Education.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- Jun 85
NOTE- 191p.; For related document, see SP 029 388.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Elementary Secondary Education; Instructional Development; Interprofessional Relationship; School Community Relationship; *Staff Development; State Programs; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Assistance Program; *Beginning Teacher Induction; *Virginia

Intended for beginning teachers in Virginia, this handbook is designed to serve as a guide for negotiating the first few years of teaching. The concept of teacher as problem solver is promoted throughout the manual. The handbook is organized around the idea that the beginning teacher's main tasks are to: (1) discover how to learn from their own teaching experiences; (2) learn how to analyze and solve teaching problems; (3) develop an expanded teaching repertoire; and (4) develop a sound conception of teaching. The first two chapters build the basic rationale that teaching should be viewed as problem solving and that professional development depends on not getting "stuck" with an unnecessarily restricted teaching repertoire as a result of negotiating the survival period. Chapters 3 through 6 provide an orientation to the major problem areas most beginning teachers encounter--instruction, classroom management and discipline, beginning the school year, and development of professional relationships in the school and community. (CB)

ED 286 869 SP 029 444

Essential Concepts, Skills and Attitudes for Grade 12. Second Draft.
Alberta Dept. of Education, Edmonton.
PUB DATE- May 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Awareness; Cognitive Development; *Curriculum Development; *Educational Objectives; Foreign Countries; *Fundamental Concepts; *Grade 12; High Schools; Interpersonal Competence; Self Concept; *Student Development
IDENTIFIERS- Alberta

A 1985 review of secondary education in Alberta culminated in a set of policies and directional statements designed to more effectively prepare students for the future. One challenge arising from these policy statements was the identification of essential concepts, skills, and attitudes that all students should acquire by the time they graduate from high school. Ten areas of importance are considered essential. This document has been prepared to assist teachers, consultants, and others who prepare curriculum. Each of the essential areas is presented in terms of concepts, skills, and attitudes that are related. The ten groups are: (1) self concept and lifestyle; (2) interpersonal relations; (3) critical and creative thinking; (4) communication; (5) science and mathematics; (6) lifelong learning; (7) citizenship; (8) career exploration; (9) consumer and producer awareness; and (10) global and environmental awareness. Definitions are presented for the following terms; concept, skill, value, attitude, and essential. (MT)

ED 286 900 TM 870 530

Mandeville, Garrett K.
The Stability of School Effectiveness Indices across Years.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *Basic Skills; Correlation; Elementary Education; Longitudinal Studies; Mathematics Achievement; Multiple Regression Analysis; *Outcomes of Education; Predictive Measurement; Reading Achievement; *Reliability; *School Effectiveness; Socioeconomic Status; Statistical Studies; Trend Analysis
IDENTIFIERS- Cognitive Skills Assessment Battery; Comprehensive Tests of Basic Skills; Effective Schools Research; *School Effectiveness Indices; *South Carolina Basic Skills Assessment Program; South Carolina Statewide Testing Program

School effectiveness indices (SEIs) based on residuals from regressing test performance in reading and mathematics onto prior-year test performance and a socioeconomic status measure (percentage eligible for a subsidized lunch program) were obtained for two consecutive years for 431 South Carolina elementary schools. The analysis involved school means based on matched student data, and was restricted to schools containing grades 1 through 4. The resulting SEIs were found to be reasonably stable across years, the correlations ranging from .34 to .66 depending on grade level and subject area. Reading-mathematics composites and cross-grade weighted averages were no more stable than grade-specific SEIs. Reading and mathematics SEIs, which were of roughly equal stability, decreased from grade 1 to grade 3 where the outcomes were measured by a local criterion-referenced test, the Basic Skills Assessment Program. For grade 4, where the norm-referenced Comprehensive Tests of Basic Skills were used, mathematics SEIs appeared to be more stable than those assessing reading. The relative stability of SEIs based on the same and different groups of students at the same and different grade levels suggests that grade-within-school effects dominate whatever global school effects operate in elementary schools. (Author/LPG)

ED 286 763 SE 048 603

Hollmann, Pauline, Comp.
Acid Rain. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for Science and Technology.
REPORT NO.- TB-86-11
PUB DATE- Dec 86
NOTE- 13p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; *Citations (References); Environmental Education; Periodicals; *Reference Materials; *Research Reports; Textbooks; *Water Pollution; *Water Quality; Water Resources
IDENTIFIERS- *Acid Rain; Library of Congress

The term "acid rain," also called "acid precipitation," generally refers to any precipitation having a pH value of less than 5.6. This guide to the literature on acid rain in the collections of the Library of Congress is not necessarily intended to be a comprehensive bibliography. It is designed to provide the reader with a set of resources that can be used to focus on the topic. The document lists the subject headings used by the Library of Congress in cataloging information on acid rain. It also contains citations on acid rain materials categorized as: (1) brief introductions; (2) basic texts; (3) additional titles; (4) handbooks and encyclopedias; (5) other bibliographies; (6) conference proceedings; (7) government publications; (8) abstracting and indexing services; (9) journal articles; (10) technical reports; and (11) additional sources of information. (TW)

ED 286 777 SO 018 140

Siler, Carl R.
Status of United States History in Indiana Public Schools.
SPONS. AGENCY- Department of Education and Culture, Manila (Philippines).

PUB DATE- 9 Apr 87
NOTE- 38p.; Paper presented at the Annual Meeting of the Indiana Council for the Social Studies (Terre Haute, IN, April 9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Methods; Educational Practices; *History Instruction; *Public Schools; *Secondary School Curriculum; Social Science Research; Social Studies; *Teaching Methods; *United States History
IDENTIFIERS- *Indiana

A research study was undertaken to determine how U.S. history is taught and what is learned in Indiana public high schools. The objectives of the study included: (1) to ascertain the status of U.S. history in Indiana public schools; (2) to compare results of data with national literature; (3) to identify what is actually taught; (4) to ascertain the extent of teacher reliance on U.S. history textbooks; (5) to identify the level of teacher training; (6) to identify different teaching techniques; and (7) to identify course content. Results indicated that U.S. history teachers are generally well trained and that most are licensed in their teaching areas. Course content is usually taught in chronological order with an emphasis on textbook usage. U.S. history teachers create about one-third of their own curriculum materials. Traditional lectures and class discussions are the most widely used teaching methods, but homework assignments are varied and diversified. Teachers generally create their own tests, which are predominately objective in design. U.S. history is taught in a traditional manner which emphasizes historical content. The study concluded that U.S. history remains an essential aspect of Indiana's secondary curriculum. Tables and questionnaires are included. (JHP)

ED 286 792 SO 018 392

Zander, Janet
World Food Day Curriculum, Grades K-3.
Church World Service, Baltimore, MD. Office on Global Education.; Denver Univ., Colo. Center for Teaching International Relations.
PUB DATE- Sep 86
NOTE- 21p.; For related documents, see SO 018 393-394.
AVAILABLE FROM- Church World Service, P.O. Box 968, Elkhart, IN 46515-0968 (Materials are free, specify order no. Ed. 8626).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Developed Nations; Developing Nations; *Elementary School Curriculum; *Food; Global Approach; *Hunger; Instructional Materials; Kindergarten; Learning Activities; *Nutrition; *Poverty; Poverty Areas; Primary Education; Social Studies; World Problems
IDENTIFIERS- *United Nations Food and Agriculture Organization; *World Food Day

Hunger and malnutrition lead to the deaths of 13-18 million people a year; 75 percent of these victims are children. World Food Day was created to focus attention on the world's food and farm problems and to encourage the world's people to become directly involved in the solution of these problems. It is sponsored jointly by the United Nations Food and Agriculture Organization (FAO), national governments, and the private voluntary community. This curriculum is designed for use by teachers on World Food Day, October 16. It includes a one-period introduction to world hunger with action-oriented follow-up activities in every subject. The activities could be extended for as long as the teacher wants to continue the unit. It provides for the integration of all subjects through one world issue--food and hunger. Instructions to help students prepare a bulletin board to answer questions about hunger are detailed. Activities such as drawing and constructing a three-dimensional imaginary world and describing the characters which live in the imaginary world are featured. Students write letters to political representatives, discuss such concepts as one billion, and plan a fundraising activity. A list of additional resources is given. (SM)

ED 286 914 TM 870 546

Sanber, Shukri R.; Millman, Jason
Gender and Race Effects on Standardized Tests Predictive Validity: A Meta-analytical Study.
PUB DATE- Apr 87
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Black Students; Females; *Grade Prediction; Higher Education; Males; Meta Analysis; *Predictive Validity; *Racial Differences; Regression (Statistics); Research Problems; *Sex Differences; *Test Validity; White Students

This paper summarizes and analyzes data from studies of differential validity and differential prediction for blacks versus whites and females versus males. Forty studies on racial differences and 53 on gender differences were selected from searches of the ERIC, PsychInfo, and Dissertation Abstracts International databases; Buros' Mental Measurements Yearbooks; and major test reviews. All data were derived from standardized achievement tests. Two questions were investigated: (1) is there empirical evidence of differential predictive validity on race and/or gender?; and (2) is there an under- or over-prediction of black or female students' performance when combined regression equations are used? Results of the meta-analysis showed: (1) averaged validity coefficients were higher for whites than blacks, and for females than males, but the differences were too small to be meaningful; (2) averaged regression coefficients were higher for whites than blacks and for males than females; and (3) slopes were equal in 78% of the black/white comparisons and 81% of the male/female comparisons. In 41% of these black/white comparisons, intercepts were higher for blacks, and in 53% of the male/female comparisons intercepts were higher for females. It was concluded that, despite small differences in regression equations between the racial and gender groups, tests as predictors of future academic performance areas valid for blacks and females as they are for whites and males. (A list of studies included in the synthesis and a six-page bibliography are included.) (JGL)

ED 286 928 TM 870 569

King, Suzanne; Wolfle, Lee M.
A Latent-Variable Causal Model of Faculty Reputational Ratings.

PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Departments; Educational Quality; *Evaluation Criteria; Faculty Publishing; Graduate Study; Higher Education; *Institutional Characteristics; *Institutional Evaluation; Intellectual Disciplines; Mathematical Models; Maximum Likelihood Statistics; Predictor Variables; Regression (Statistics); *Reputation
IDENTIFIERS- LISREL Computer Program

A reanalysis was conducted of Saunier's research (1985) on sources of variation in the National Research Council (NRC) reputational ratings of university faculty. Saunier conducted a stepwise regression analysis using 12 predictor variables. Due to problems with multicollinearity and because of the atheoretical nature of stepwise regression, Saunier's conclusions were only speculative. By using LISREL, the present reanalysis demonstrated the value of regressing reputational ratings on three latent variables: (1) department size; (2) faculty research productivity; and (3) the quality of program graduates. The model was tested using NRC data for each of six disciplines: English, French, philosophy, geography, political science, and sociology. The relative magnitude of the contributions made by the three latent variables depended upon the discipline of interest, but generally size and research productivity were found to be more important than the quality of the program graduates. (Author/GDC)

ED 286 955 UD 025 774

Improving the Education Status of Native Hawaiians, and For Other Purposes. Report from the Select Committee on Indian Affairs (To Accompany S. 360). 100th Congress, 1st Session.
Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.
REPORT NO.- Senate-R-100-36
PUB DATE- 9 Apr 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Affirmative Action; *Educational Improvement; *Educationally Disadvantaged; Ethnic Groups; Exceptional Persons; *Federal Aid; Federal Indian Relationship; Gifted; *Hawaiians; Socioeconomic Status; *Supplementary Education; Talent
IDENTIFIERS- *Hawaii

This report provides results of the Select Committee on Indian Affairs' consideration of a bill to improve the education status of Native Hawaiians through grants to the University of Hawaii; community colleges; the Hawaii Department of Education; and Native Hawaiian organizations for educational programs, curriculum development, preschool education centers, and special education. The Committee recommends that the bill be passed with an amendment establishing a native Hawaiian Gifted and Talented Center. The report includes the following information: (1) information on purpose and background of, and need for, the bill; (2) analysis of the legal and historical relationship between the Federal government and Native Hawaiians; (3) summary of the major provisions of the bill; (4) legislative history of the bill; (5) explanation of the Committee Amendment; (6) section-by-section analysis of the bill as amended; and (7) several letters in support of and opposing the bill. (PS)

ED 286 970 UD 025 801

O'Hare, William P.

America's Welfare Population: Who Gets What? Population Trends and Public Policy Report No. 13.

Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Sep 87
NOTE- 21p.
AVAILABLE FROM- Population Reference Bureau, Inc., P.O. Box 96152, Washington, DC 20090-6152 ($3.00 single copy; 2-10 copies, $2.30 each; 11-50 copies, $1.90 each; 51 or more copies, $1.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economically Disadvantaged; Family Income; Job Training; *Poverty; *Public Opinion; *Public Policy; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Food Stamp Program; Medicaid

Welfare programs and the people who use them have a bad public image. Any attempts at welfare reform should include the dissemination of factual information to eliminate the misconceptions. This information should include the following facts: (1) only 60% of poverty stricken households receive welfare; (2) most government services and funds to households are for social security, Medicare and veterans' benefits; (3) welfare programs require applicants to demonstrate need through a means test; (4) most welfare benefits are services rather than cash; (5) the groups most likely to receive welfare are minorities and women with dependent children; (6) states with more generous welfare programs do not attract recipients from other states; (7) only a minority of recipients become long-term welfare families; (8) welfare programs do not contribute to the breakup of families; and (9) welfare does not pull many families above the poverty line. Current initiatives to reform the welfare system are focused on more uniform state eligibility rules, and incentives and training for jobs. (VM)

ED 286 986 UD 025 826

West, Carol Ann
Effective Practices in Secondary Basic Skills Programs: A Compendium of Case Studies.
New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.
REPORT NO.- PTM-500-65
PUB DATE- May 86
NOTE- 227p.

LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Basic Skills; *Compensatory Education; Cooperative Programs; Curriculum Evaluation; *Educationally Disadvantaged; Educational Objectives; *Instructional Effectiveness; Instructional Leadership; Outcomes of Education; Program Effectiveness; Secondary Education; *Secondary School Curriculum; Staff Development
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This compendium provides secondary school teachers, administrators, and Chapter 1 directors with descriptions of effective practices in Chapter 1 programs. The focus is on managerial and instructional strategies that promote success for poor and/or educationally disadvantaged students. The compendium is divided into five chapters: an introduction describing the background of the New Jersey Initiative project and four chapters organized around school and program characteristics associated with student achievement in basic skills. These characteristics are the following: (1) strong administrative leadership; (2) systematic management and monitoring of curriculum and instruction; (3) cooperative teacher planning; and (4) ongoing staff development and inservice training. Eight states participated in the project, each nominating effective secondary basic skills programs, which were studied to learn what contributed to their success. Each chapter defines one of the four major characteristics, summarizes related research, and provides a list of references. This material is followed by case studies which show how the particular management or instructional strategy works in a compensatory education program. Each case study reveals a number of characteristics operating in conjunction with the one highlighted. An appendix includes a list of other documents available from the Division of Compensatory/Bilingual Education. (PS)

ED 286 820 SO 018 528

Patrick, John J.
The U.S. Constitution. A Teacher's Guide. Six 30-Minute Video Programs for Junior High and High School Students.
Agency for Instructional Technology, Bloomington, IN.

PUB DATE- 87
NOTE- 47p.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402-0120 ($1.60). The accompanying video programs are available at $180.00 each, $525.00 complete set, special prices for consortium states; rental, $35.00 per program per week.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Instruction; Civics; Civil Liberties; Civil Rights; *Constitutional History; *Constitutional Law; Instructional Materials; Junior High Schools; Law Related Education; Middle Schools; Political Science; Secondary Education; Teaching Guides; *United States Government (Course); *United States History; Videotape Recordings
IDENTIFIERS- *United States Constitution

This teacher's guide was designed to accompany six 30-minute video programs on the fundamental constitutional principles that form this nation's foundation. Each lesson in the guide contains an introduction to the main ideas of the program, a program summary, and suggested activities to carry out before and after the program. The topics emphasized in the series are: (1) limited government and the rule of law; (2) federalism; (3) separation of powers with checks and balances; (4) freedom of expression; (5) equal protection of the laws; and (6) the U.S. Constitution and the economy. Under the principles of limited government and rule of law, government officials cannot behave arbitrarily when enforcing law nor are they above the law. The national and state governments exercise powers separately and within constitutional limits under the principle of federalism. The system of checks and balances ensures a government with powers sufficient to act effectively and limitations sufficient to prevent tyranny. The U.S. constitutional guarantee of freedom of expression is an essential condition of democracy. The "equal protection" clause protects individuals from arbitrary discrimination and has led to hotly contested constitutional issues such as affirmative action. The Constitution provided a framework that was conducive to economic development and national prosperity because private property rights were protected and contracts were enforced. A copy of the Constitution is appended. (SM)

ED 286 836 SP 029 347

Bloom, Darrell; Jorde-Bloom, Paula

The Role of Higher Education in Fostering the Personal Development of Teachers.

PUB DATE- Jul 87
NOTE- 25p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Development; *Career Development; *Developmental Stages; Higher Education; *Staff Development; *Teacher Education

If the teaching profession is to attract the most promising teacher candidates and retain those who are exemplary in practice, it is imperative that teachers' personal needs be attended to throughout their professional careers. In order to adequately address these needs, those designing preservice and inservice professional development must consider two important concepts associated with training: the developmental stages of adulthood and the stages of teachers' careers. Understanding the fascinating and complex intersection of these twin concepts may help those accountable for structuring educational policy and practice to implement programs that promote personal growth and fulfillment for teachers. This paper provides an overview of the literature summarizing adult development and the implications for learning at different stages of the adult life cycle. It then looks at patterns of teacher careers that describe the stages of their professional growth. Finally, it discusses how these two concepts interrelate and the implications for teacher training and educational policy. (Author)

ED 286 870 SP 029 445

Kindsvatter, Richard; And Others
Dynamics of Effective Teaching.
PUB DATE- 88
NOTE- 340p.
AVAILABLE FROM- Longman, Inc., 95 Church Street, White Plains, NY 10601-1505 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Books (010)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Decision Making; Discipline; Instructional Development; Secondary Education; Student Evaluation; Student Motivation; *Teacher Effectiveness; *Teaching Methods

This book, for preservice and beginning teachers, emphasizes instruction as the focal point of teaching. It is intended to be a primer on general secondary instructional practices. Decision making, the most pervasive aspect of teaching, leads the presentation as the topic of chapter 1. Chapter 2 addresses the teacher's role in providing for a productive climate and attending to students' motivation. Chapter 3 presents a detailed description of planning. Chapters 4, 5, 6, and 7 deal specifically with instruction, beginning with behaviors and techniques for instruction that evolve into methods and strategies when used by the informed teacher. Chapter 8 addresses discipline. Evaluation is discussed in Chapter 9. The final chapter describes uses of the book beyond the mere presentation of teaching ideas. Each chapter contains one or more sections on the research and theoretical base for discrete topics. A summary is presented for each chapter and/or major section. Activities are suggested to promote student understanding and skill. Instruments to aid teachers in planning are appended to the chapters. (MT)

ED 286 886 TM 870 447

Join-A-School Survey: District Summary Report.
Albuquerque Public Schools, N. Mex.
PUB DATE- Aug 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Elementary Secondary Education; Information Needs; *Participant Satisfaction; *Program Evaluation; Rating Scales; *School Business Relationship; *School Community Programs; School Community Relationship; Surveys
IDENTIFIERS- Albuquerque Public Schools NM; *Join A School Program; Join A School Survey

This report summarizes responses to a questionnaire sent to both school and business participants in the Join-A-School Program in Albuquerque, New Mexico. The program, which pairs schools and businesses within a community, was originated in 1985; this survey is the first evaluation of the program. Responses were received from 47% of the business partners and 88% of the school partners surveyed. Seventy-eight percent of the business partners and over 90% of the school partners agreed or strongly agreed that the program met their expectations and was successful. Seventy-two percent of the businesses also affirmed that their employee staffs were aware of their Join-A-School participation. However, many participants in both areas indicated they were unaware of the program newsletter and the after-hours activities. They requested better communication between program participants, especially via newsletters. Other recommendations for improvement indicated the need for: (1) more guidance from the combined program staff; (2) more recognition of the accomplishments of the program, especially the contributions of the business partners; and (3) more activities and exchange of ideas with other program partnerships. Appendices include surveys, survey responses and narrative comments; and lists of participants and program coordinators. (JGL)

ED 286 942 TM 870 609

Legal Issues in Minimum Competency Testing. ERIC Digest.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.; An ERIC Digest published in the ERIC/TME Update Series.
CONTRACT- 400-86-0018
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Legal Problems; *Minimum Competency Testing; *Testing Problems
IDENTIFIERS- *ERIC Digests

The rapid growth of minimum competency testing (by 1981, 36 states in the United States had mandated some form of minimum competency testing) has led to increased legal challenges of the existing testing programs. Three issues have been raised and are summarized in this brief overview: (1) constitutional claims under the due process clause; (2) equal protection; and (3) negligence or educational malpractice. Several of these issues were raised by the case of Debra P. v. Turlington which challenged the constitutionality of Florida's statewide high school graduation requirements program. The Court found that because Florida's black students had not had 12 full years of racially integrated education, they were therefore subjected to inferior educational opportunities. Such equal protection issues affect racial minorities, those whose native language is not English, and the disabled. Issues related to due process include the speed of implementation of a testing program, test validity, and test reliability. Issues related to educational malpractice suggest that schools will need to document all phases of students' performance. In addition, increased attention will be focused on teacher certification and school accountability. (GDC)

ED 286 853 SP 029 393

Madsen, Karen
Children in Motion.
PUB DATE- 27 Feb 87
NOTE- 15p.; Paper presented at the Illinois State Kindergarten Conference (6th, Oak Brook, IL, February 26-27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Games; Interdisciplinary Approach; Kindergarten; *Motor Development; Perceptual Motor Coordination; *Physical Education; Primary Education; *Psychomotor Skills

This paper describes motor development and movement skills and lists activities appropriate for kindergarten students. Locomotor, stability, and manipulative skills are defined and stick figure drawings are presented of kindergarten-level exercises. Games for enhancing locomotor and manipulative skills are described. "Stunts" and other activities that help to develop physical and perceptual-motor skills are also described. Ways to integrate motor activities with language arts, mathematics and music discussed. Ideas for inexpensive equipment for movement activities are listed. (CB)

ED 286 764 SE 048 604

Griffin, Richard A.; And Others
Professor-Practitioner Designed Inservice Science Education.
PUB DATE- 25 Nov 85
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (10th, Denver, CO, November 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Evaluation; Library Facilities; *School Business Relationship; *School Effectiveness; Science Curriculum; Science Education; Science Equipment; *Science Instruction; Science Laboratories; Science Teachers; *Scientists; Secondary Education; *Secondary School Science; Teacher Evaluation
IDENTIFIERS- *Conroe Independent School District TX

This document is based upon the premise that with the help of professional scientists on university campuses, in industrial settings, and in private practice, school systems can meet head-on the unprecedented criticism currently being directed at public education and can develop exemplary science programs. This paper is a case study of a program implemented in the Conroe Independent School District (Texas) in which a group of scientists from nearby universities was organized to conduct a comprehensive evaluation of the science education program of the district's high schools. Specifically, the "board of visitors" reviewed: (1) the scope and sequence of science courses; (2) the appropriateness of enrichment activities; (3) the adequacy of laboratory and classroom facilities; (4) the comprehensiveness of the library; (5) the availability of equipment and supplies; (6) the suitability of textbooks and teaching aids; (7) student participation in science activities; (8) the scheduling and counseling of students; (9) the character of inservice efforts; and (10) the quality of the teaching force. The findings and recommendations of the group are included. (TW)

ED 286 778 SO 018 151

Gore, Deborah, Ed.
Regionalist Art and Literature.
Iowa State Historical Dept., Iowa City.
PUB DATE- Apr 87
NOTE- 25p.
AVAILABLE FROM- State Historical Society of Iowa, 402 Iowa Avenue, Iowa City, IA 52240 (Annual subscription, $5.00--single copy rate, $25.00--classroom rate).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Art; Art Appreciation; *Art History; History Instruction; Intermediate Grades; Junior High Schools; *Literary History; Literature; Literature Appreciation; Local History
IDENTIFIERS- Depression (Economic 1929); *Iowa; *Regionalism

This journal issue highlights a style of U.S. art and literature generally referred to as regionalism and focuses on Iowa's historical role in its development. Compiled to encourage student understanding about how people lived in the Midwest during the 1920s and 1930s, the depression years are featured through presentations; the study of the painting, "American Gothic," and related literature of that period. Historical events are outlined to help students understand and appreciate the impact of regionalist art. Suggestions for interpreting paintings and constructing dioramas of the time period are provided. Articles are included which detail the life of Iowa's regionalist artist Grant Wood and the importance of the Stone City Art Colony in the historical development of New Deal Art Programs. (JHP)

ED 286 807 SO 018 467

Armacost, Michael H.
U.S.-Soviet Relations: Testing Gorbachev's "New Thinking." Current Policy No. 985.
Department of State, Washington, DC. Bureau of Public Affairs.
PUB DATE- Jul 87
NOTE- 7p.; Address presented at the University of Virginia (Charlottesville, VA, July 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diplomatic History; *Disarmament; Foreign Countries; *Foreign Policy; International Education; *International Relations; National Security; Peace; Political Science; Primary Sources; Social Studies; United States Government (Course); United States History
IDENTIFIERS- Gorbachev (Mikhail); Nuclear Weapons; *United States; *USSR

Forty years ago, George F. Kennan advanced the doctrine of containment against Soviet encroachment throughout the world. The Soviet Union has evolved from a Eurasian land power into a global superpower. In an effort to create an international environment congenial to domestic reforms, Soviet leader Mikhail Gorbachev has sought greater tranquility along Soviet borders. He seeks to exploit latent anti-nuclear sentiment in Europe and to challenge the conceptual underpinnings of Western deterrence. While an Intermediate-range Nuclear Forces (INF) agreement would represent a major victory for the North Atlantic Treaty Organization (NATO), there are some who fear Gorbachev's moves represent a more subtle and effective means of removing the U.S. nuclear presence from Europe. This would leave a denuclearized Europe alone to face numerically superior Soviet conventional forces. These concerns can be dealt with by recognizing that NATO will need to retain a significant nuclear element in its strategy of flexible response. That element will be composed of nuclear warheads on INF aircraft and U.S. submarine-launched ballistic missiles. Gorbachev is also attempting to improve relations in the Far East and to exploit the turmoil in the Persian Gulf area. However, any significant change in the conduct of Soviet foreign policy will only gradually emerge. The future U.S.-Soviet relationship is likely to continue to contain elements of conflict and cooperation. A firm, consistent, and patient policy can help the U.S. attain its foreign policy goals. (SM)

ED 286 901 TM 870 531

Schutte, Nicola S.; And Others

A Self-Report Measure of Touching Behavior.

PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Behavior Rating Scales; Higher Education; *Interpersonal Relationship; Self Evaluation (Individuals); *Social Behavior; Test Construction; *Test Reliability; *Test Validity
IDENTIFIERS- *Touching

Because touching is an important and often studied construct, and there is need for a valid self-report measure of touching behavior, a measure of touching behaviors was developed. Touching behaviors to be reported were: brief touch on the arm or shoulder, handshake, hug, hand holding, kiss on the cheek, and kiss on the lips. Persons identified as targets of touching behavior were: close friend, parent, acquaintance, stranger, spouse, fiance(e), girlfriend, or boyfriend. Frequency of touch was reported by a group of community adults. Further reliability and validity data were collected using the adult sample and college student samples. Scores on the rating scale were associated with: (1) self-assessment of touching behaviors; (2) family touching history; (3) scores on Heslin's attitude-toward-touch scale; and (4) independent observers' reports of subjects' touching behaviors. The results of the studies suggested that the scale has promise as a self-report measure of touching behavior. (MDE)

Schoen, Harold L.; And Others
Measuring Computational Estimation Processes.
PUB DATE- Apr 87
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Cognitive Processes; Cognitive Structures; *Cognitive Style; Concept Teaching; Constructed Response; Elementary Education; *Estimation (Mathematics); Interviews; *Mathematical Concepts; *Mathematics Instruction; Multiple Choice Tests; Response Style (Tests); *Test Format; *Test Items

The estimation processes used by fifth through eighth grade students as they responded to computational estimation test items were examined. Interview-based process descriptions were cross-validated using large group test data from an open-ended test and a multiple choice test. Five question formats were used to test different estimation processes: standard multiple choice; operation in foils; benchmark; and order of magnitude or operation in stems (for fractions). The mental processes tested were: (1) rounding by the usual rules to the closest power of ten or to the closest whole number; (2) front-ending, or rounding down to the power of ten of the leading digit or to the whole number of a mixed numeral; (3) other rounding, including all numbers up or some numbers up and others down; (4) using compatible numbers or numbers relatively close to the given numbers; and (5) compensating, or adjusting an estimate to reflect variations that might result from rounding or the use of some other adjustment process. Students had a strong mental set to round numbers to the nearest leading power of ten even when the items required other estimation processes. Performance differed by item format, types of numbers and operations in the items, and grade level of students. (The appendices include some test items). (Author/JGL)

ED 286 956 UD 025 775

Zafirau, S. James
Analysis of 1985-1986 Cleveland School District Data with Policy and Planning Implications: Attendance Issues.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Jul 87
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance; *Dropout Characteristics; *High Risk Students; Minority Group Children; Program Evaluation; Reading Achievement; School Holding Power; Secondary Education; Truancy; Urban Schools
IDENTIFIERS- *Attendance Improvement Plan; *Cleveland Public Schools OH

This report is the fourth in a series pertaining to student attendance in the Cleveland (Ohio) Public Schools. It focuses primarily on 1985-86 school data and addresses district needs for development of conventional and non-conventional approaches to improvement of student attendance. The report begins with a literature review that describes programs in other areas of the country that have been useful in improving attendance. The second part of the report provides statistics, tables, and charts which show attendance in the Cleveland City School District. The average daily attendance rate for all pupils in the 1985-86 school year was 86%. High and low attendance rate students overall and in secondary schools are compared to discover what characteristics could contribute to the differences. Other related issues, such as dropping out, racial or ethnic group, and academic achievement, are discussed. The report concludes that attendance improvement strategies will be most successful if they include positive motivators not only to attend school but also to do well academically. Appendices provide statistics on reading achievement according to attendance rate, ethnic group, and school. A list of references is included. (PS)

ED 286 987 UD 025 827

Comprehensive Multi-Year Education Plan. SY 1988-1992.
District of Columbia Public Schools, Washington, D.C.
PUB DATE- Aug 87
NOTE- 934p.
LANGUAGE- English
EDRS Price - MF06/PC38 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- Curriculum Development; Educational Needs; *Educational Objectives; *Educational Planning; Elementary Secondary Education; Employment Patterns; Formative Evaluation; Program Effectiveness; Relevance (Education); School Based Management; *Urban Education
IDENTIFIERS- *District of Columbia Public Schools

This report describes the District of Columbia Public Schools education plan for the school years 1988-92. It includes information on the planning process and the goals and constraints which determined the final shape of the plan. The report also contains the following: (1) a description of employment trends which will influence the skills children must learn; (2) results of the needs assessment survey which provided the school system with information necessary to prepare the plan and which gave a special insight to the areas of greatest need in the school system; (3) five-year plans and goals for the office of the superintendent, office of the deputy superintendent, office of instruction, and office of management services; (4) description of 11 special emphasis programs for instructional, staff, and management improvement; (5) an overview description of the plan components, monitoring system, and end-of-year reports; and (6) an appendix describing the status of achievement of the superintendent's objectives for the school years 1983-87. Numerous data tables are included throughout the document. (PS)

ED 286 793 SO 018 393

Hursh, Heidi; Simmons, Diane R.
World Food Day Curriculum, Grades 4-7.
Church World Service, Baltimore, MD. Office on Global Education.; Denver Univ., Colo. Center for Teaching International Relations.
PUB DATE- Sep 86
NOTE- 25p.; For related documents, see SO 018 392-394.
AVAILABLE FROM- Church World Service, P.O. Box 968, Elkhart, IN 46515-0968 (Materials are free, specify order no. Ed. 8627).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Developed Nations; Developing Nations; Elementary Education; Elementary School Curriculum; *Food; Global Approach; *Hunger; Instructional Materials; Intermediate Grades; *International Relations; Learning Activities; Middle Schools; Nutrition; *Poverty; Social Studies; World Problems
IDENTIFIERS- *United Nations Food and Agriculture Organization; *World Food Day

Although crop failures, floods, and other natural disasters contribute to hunger, they are not its root cause. The root cause of hunger is poverty. This guide is designed to have students examine their preconceptions about hunger and to test them against new information. The intent of the lessons is to encourage action, not guilt. Students are introduced to the concept of food as the most basic human need, and they explore differences between wants and needs. The concepts of hunger, malnutrition, and starvation are demonstrated through observation of the growth of a classroom plant. Using a world map, students learn the concepts about developed and developing nations in relation to the division of countries along economic levels. Handouts titled "Statistics on World Hunger" and "World Distribution of Arid Regions" are used to help explain the causes of hunger. To increase understanding of developing nations people, students read the handout "A Day in the Life of a Third World Teenager." The lesson is concluded by discussion of what individuals can do to reduce world hunger. A list of additional resources is included. (SM)

ED 286 854 SP 029 395

Dembo, Myron H.
Applying Educational Psychology in the Classroom. Third Edition.
REPORT NO.- ISBN-0-582-29038-4
PUB DATE- 88
NOTE- 571p.
AVAILABLE FROM- Longman, Inc., P.O. Box 99321, Chicago, IL 60693 ($26.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Classroom Techniques; Cognitive Development; *Educational Psychology; Educational Testing; Elementary Secondary Education; *Instructional Development; Models; Teacher Effectiveness; Teacher Student Relationship; *Theory Practice Relationship

This book describes an instructional model that identifies the major variables in the teaching-learning process to demonstrate how teachers can apply knowledge of educational psychology in the classroom. Following an intorductory chapter on the teacher or decision maker, the first section contains four chapters dealing with development and individual differences and discussing cognitive, personal, and social factors that influence learning, exceptional children, and teacher-student interaction and classroom dynamics. Preparing for effective teaching, the topic of the second section, includes a discussion on planning for instructional and classroom management, instructional organization, and lesson preparation. The third section discusses learning theories and instructional applications, and includes chapters on behavioral psychology, cognitive psychology, and humanistic psychology. Chapters on standardized and teacher-made measurement instruments and analyzing test scores and reporting student progress are included in the fourth section dealing with measurement and evaluation. Also included in each section are examples of classroom applications of many topics, key points, suggestions for further reading, and follow-up activities. (CB)

ED 286 871 SP 029 446

Rikli, Roberta; Busch, Sharman

Motor Performance of Women as a Function of Age and Physical Activity Level.

PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Comparative Analysis; *Females; Golf; *Physical Activity Level; *Psychomotor Skills

Two studies compared motor skills of women in terms of the influence of age and activity level. In the first study, simple and choice reaction time, balance, flexibility, and grip strength of older active women were compared with that of older inactive women, and active and inactive younger women. Except for grip strength, scores of older active women on all measures were significantly better for older inactive women, and much more like those of the younger women. In the second study, scores of avid women golfers were compared with those of the older active and inactive women in the first study. On all variables, the scores of golfers were significantly better than those of older inactive women, but not significantly different from the older active women. These findings were consistent with previous research on men, indicating that motor performance tends to be more highly related to lifelong physical activity level than to age. (Author/CB)

Cahan, Sorel
The Homogeneity of School Achievement.
PUB DATE- 20 Mar 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Education; Evaluation Methods; Evaluation Problems; Foreign Countries; Instructional Program Divisions; Intellectual Disciplines; *Research Design; *School Effectiveness
IDENTIFIERS- Effective Schools Research; Israel; Unit of Analysis Problems

Since the measurement of school achievement involves the administration of achievement tests to various grades on various subjects, both grade level and subject matter contribute to within-school achievement variations. To determine whether achievement test scores vary most among different fields within a grade level, or within fields among different grades, achievement test scores from 88 Israeli elementary schools were examined. Test scores of the resulting 15 combinations of grades by subjects were averaged. The average within-school variance was 25% of the total across-schools variance, showing notable heterogeneity. Computation of the within-school range for the 15 means showed 55% to exceed one standard deviation. Further analyses showed more similarity in mean achievements of the same grade level in different fields than of different grade levels in the same field. The first analysis, involving a within-school anlaysis, had three components: between grades, between subject areas, and the interaction. The second, nonmetric analysis of the correlation matrix between the 15 school means was conducted using smallest space analysis and ADDTREE. Furthermore, in 88% of the schools where over 51% of the within-school variance was caused by a single component, that component was grade level. (MGD)

ED 286 943 TM 870 611

Hogan, Thomas P.
Measurement Implications of "A Nation at Risk." ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 4p.; ERIC/TME Update Series.
CONTRACT- 400-86-0018
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Educational Testing; Elementary Secondary Education; Measurement Objectives; *National Competency Tests; Standardized Tests; *Test Construction; *Testing Problems; Test Use
IDENTIFIERS- ERIC Digests; *National Commission on Excellence in Education; *Nation at Risk (A)

This ERIC Digest discusses implications derived from the final report of the National Commission on Excellence in Education, "A Nation at Risk." The first implication is a motivational one for measurement specialists: it is an ego-booster. The report is replete with results yielded from various testing programs, the fruit of the measurement specialist's work. A second implication is that the measurement community will deal effectively with the myriad of typical testing problems, such as validity, reliability, and norms. A third implication consists of a host of highly specific matters which measurement specialists must anticipate. Some of these include an upsurge in standardized testing at the high school level and a resurgence of interest in standardized tests in content areas. The report also contains a curiously worded call for a nation-wide (but not federal) system of state and local standardized tests. The commission seems content to rely on existing mechanisms for the creation and distribution of both tests and textbooks, while concentrating on recommendations for improvement of their quality and use. (LMO)

ED 286 971 UD 025 802

Kan, Bettie Sing Luke
The Asian American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
Arlington School District No. 16, WA.
SPONS. AGENCY- Western Washington Univ., Bellingham.
PUB DATE- 81
NOTE- 50p.; For other documents in this series, see UD 025 803 and ED 285 714-715.
AVAILABLE FROM- Arlington School District, 600 East 1st, Arlington, WA 98223 ($4.00; $15.00 for set of 4; $2.00 each when part of classroom adoption).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)
DESCRIPTORS- Acculturation; *Asian Americans; Cultural Differences; *Cultural Influences; Educational Attainment; *Ethnic Groups; Ethnic Stereotypes; *Folk Culture; *History; *Immigrants; Racial Bias; Social Status
IDENTIFIERS- Chinese People; Indochinese Culture; Japanese People; Koreans

This workbook is a special report on Asian Americans, part of a series on ethnic perspectives. In three chapters, it covers Asian American culture, history, and immigration experiences. Study questions for recall and analysis of the text are presented at the end of each chapter. The following topics are covered: (1) the Chinese experience; (2) the Japanese experience; (3) the Pilipino experience; (4) the Indochinese experience; (5) titles and terms with special meanings to Asian Americans; (6) differences between Asian and European immigrants to the United States; (7) legislation concerning Asian Americans; (8) Asian culture and values; (9) solidarity among Asian Americans; and (10) educational and occupational accomplishments of Asian Americans. A seventeen-item bibliography and a timeline of Asian history are included. (VM)

ED 286 821 SO 018 529

Vogel, Morris J., Ed.
Red, White and Blue--Childhood and Citizenship.
Please Touch Museum for Children, Philadelphia, PA.
PUB DATE- 87
NOTE- 29p.; Catalogue accompanies the Bicentennial Exhibition at the Please Touch Museum for Children, Philadelphia, Pennsylvania. Exhibition was funded by We the People 200, Inc.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Citizenship Education; Elementary Education; Instructional Materials; *Political Socialization; Social Studies
IDENTIFIERS- *United States Constitution

The seven essays in this document celebrate the place of children in the nation's life. The catalogue contains reproductions and replications of portraits and posters that were brought together for the exhibit. The ways in which people understand their nationality influence how they raise their children and help determine the ideas and experiences to which individuals expose them. Citizens of the early nation recognized that childhood was a critical period for instilling patriotism and republican values if the new government was to survive. Michael Zuckerman writes that every citizen could see that the fate of the national experiment would depend on fostering feelings for the republic among the rising generation. Allen F. Davis points out that in thinking of U.S. values, people most often consider U.S. heroes. These adult images form childhood attitudes and values. Randall M. Miller in "Children of Democracy" states that many educators insist that experience in a democratic environment teaches lessons for living in the republic. Nurture rather than nature brings forth the U.S. democracy. William W. Cutler, III says that the schoolhouse embodies many of the democratic aims of education in a free society. The schoolhouse should be a citadel of democracy. Yet, for many children who were immigrants, the U.S. ideal fell short. Tensions and conflicts among the ethnic groups often fell heaviest on the shoulders of children. (SM)

Duncan, Dvenna A.; And Others
A Field Based Model for Delivery of Preservice and Inservice Training for International School District Personnel in Remote Areas.
PUB DATE- 87
NOTE- 10p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Field Experience Programs; Higher Education; Inservice Teacher Education; International Education; *Models; Preservice Teacher Education; *Program Implementation; *Rural Areas; *Teacher Education Programs
IDENTIFIERS- *University of Portland OR

The University of Portland (Oregon) School of Education has proposed a "Field Based Model for Delivery of Preservice and Inservice Training for International School District Personnel in Remote Areas." This model provides competency based, on-site preservice and inservice training designed to meet the unique training needs of international teachers in remote areas. The model's components include: (1) training of current regular classroom teachers in remote international locations; (2) development of an ongoing network of training in new skills and support needed for serving the diversity of student abilities and problems encountered; (3) implementation of an alternative teacher/consultant model that meets the needs of students and teachers; (4) training in current methodologies for teachers to better serve special needs students; (5) provision of hands-on training for skill mastery; and (6) provision of professional support systems and ongoing information networks. (Author/CB)

ED 286 887 TM 870 478

Walker, Elaine M.; Madhere, Serge
An Evaluation of the Newark School District Twice-Retained Program 1985-1986. DRET Report No. 34.
Newark Board of Education, NJ. Dept. of Curriculum Services.
PUB DATE- Aug 86
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affective Objectives; Discriminant Analysis; Elementary Education; *Grade Repetition; Heterogeneous Grouping; High Risk Students; Homogeneous Grouping; Low Achievement; *Mathematics Achievement; Nontraditional Education; *Program Evaluation; Program Implementation; *Reading Achievement; Social Adjustment; Teacher Attitudes; *Teaching Models; Time on Task
IDENTIFIERS- *Instructional Theory Into Practice (Hunter); Newark School System NJ; *Twice Retained Program NJ

The Newark (New Jersey) School District's Twice-Retained Program was evaluated for 1985-86. This alternative program was designed for students in grades 1 through 8 who had a history of two or more grade retentions. It emphasized instruction in reading and mathematics and evaluated the pre- and post-program performance in those areas, as well as on scales of affective and social development. Other variables included classroom setting (heterogeneous or homogeneous grouping), teacher expectations, degree of implementation of the curriculum model, and recency of retention. The program was based on Madeline Hunter's Instructional Theory into Practice (ITIP), which emphasizes: (1) selecting learning at the correct level of difficulty; (2) teaching to the objective; (3) monitoring learning and adjusting the teaching; and (4) using the principles of learning. Results showed that classification into the Twice-Retained program benefited students more in mathematics than in reading, where achievement declined in the higher grades. Also, mathematics achievement was higher in the homogeneously grouped classes. More benefit accrued when the academic retention was recent, and when the students were in the earlier grades (in reading). On the affective measures, students who were heterogeneously grouped fared better than those homogeneously grouped, suggesting an adverse effect of labeling retained students. (JGL)

ED 286 765 SE 048 605

New Teachers Mathematics Staff Development, High School.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 87
NOTE- 186p.; For related documents, see SE 048 606-608.
AVAILABLE FROM- New York City Board of Education, Div. of Curriculum and Instruction, 131 Livingston St., Rm 613, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Techniques; Critical Thinking; Educational Testing; High Schools; Homework; *Inservice Education; Lesson Plans; Mathematics Curriculum; *Mathematics Instruction; *Mathematics Teachers; Problem Solving; Questioning Techniques; *Secondary School Mathematics; *Staff Development; Student Evaluation; Teacher Education; Teacher Workshops
IDENTIFIERS- *New York City Board of Education

The New Teachers Mathematics Staff Development Program for grades 9 through 12 is a combination of content and methodology. Teachers focus their attention on content, lesson planning, questioning, homework, and testing. This volume contains materials for eight workshop sessions. Sessions included are: (1) An Introduction to the New York City School System; (2) Managing the Mathematics Classroom; (3) The Curriculum; (4) Planning and Executing an Effective Mathematics Lesson; (5) Questioning in the Mathematics Classroom; (6) Developing Reasoning Skills, Critical Thinking, and Problem Solving Ability in the Mathematics Classroom; (7) Homework Planning and Review To Maximize Student Learning; and (8) The Teacher's Role in Student Assessment. The sections contain background materials, outlines, teaching tips, activities, and evaluation materials; materials provided in each section vary. (RH)

ED 286 779 SO 018 152

Philosophy and Objectives: Course of Study.
Yeshiva of Flatbush, Brooklyn, NY. Joel Braverman High School.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Design; *Educational Objectives; *Educational Philosophy; High Schools; Jews; *Judaism; Parochial Schools; Private Education; Religious Cultural Groups; *Religious Education; *Secondary School Curriculum
IDENTIFIERS- *Jewish Day Schools; Jewish Studies

The Yeshiva of Flatbush, a high school located in the Midwood-Flatbush section of Brooklyn, New York, teaches both secular and Judaic studies with an emphasis upon transmitting the values and traditions of Halachic Judaism. The philosophy of the school is to provide an education in which Jewish studies are taught in Hebrew and to encourage student commitment to a Torah-malakhic lifestyle. An outline of the general studies program includes the required courses and skills to be achieved during the four-year high school program. Enrichment programs such as the advanced placement program, the Beit Medrash Program, biomedical research program, and the Masterpiece Workshop are described. Goals and requirements of the Judaic Studies Program, which emphasize the Torah, prophets, the Talmud, Jewish history, Hebrew language and philosophy, and the total Jewish experience, are detailed. Information is included concerning special programs, seminars student projects, and advanced study opportunities in Israel. (JHP)

ED 286 808 SO 018 469

Howes, Janice

A Classroom Presents the Constitution of the United States: A Story for Elementary School Children, and Materials for a Classroom Presentation of the Constitution of the United States: Script, Props, and Activities for Elementary School Children.

REPORT NO.- ISBN-0-942431-00-6
PUB DATE- Jan 87
NOTE- 167p.
AVAILABLE FROM- Teachers Publishing House, P.O. Box 9358, Canton, OH 44711 ($7.00 plus $1.50 shipping cost for each booklet).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Civics; Class Activities; Elementary Education; *Federal Government; Instructional Materials; Learning Activities; Learning Strategies; Resource Units; Scripts; *Social Studies; *United States History
IDENTIFIERS- *United States Constitution

The first of these two booklets illustrates the presenting of an elementary class play about the U.S. Constitution. It can be used to give young children some basic information about the U.S. Constitution or as a guideline for presenting a program about the U.S. Constitution. The story provides important information about the Constitutional Convention and highlights each of the seven Articles of the Constitution, the Bill or Rights, and the other 16 amendments. The second booklet contains a script that describes the writing of the U.S. Constitution and is designed for use with children in grades 1 to 5. The script can be used as a storytelling device or it can be acted out as a children's play. Props to be used with the story include: (1) seven Roman numerals to represent the seven Articles of the Constitution; (2) 26 Arabic numbers to represent the 26 amendments to the Constitution; (3) pictures of Washington, Lincoln, and Madison; (4) maps of the 13 original states; and (5) a U.S. flag. A diagram for setting up the classroom is included along with detailed instructions for carrying out the presentation. (SM)

Webber, Larry; And Others
Estimating the Reliability of Dynamic Variables Requiring Rater Judgment: A Generalizability Paradigm.
SPONS. AGENCY- National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.
PUB DATE- 19 Nov 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1987).
GRANT- NRDC-A-HL15103
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Rating Scales; Cardiovascular System; *Error of Measurement; *Generalizability Theory; Health Education; Interrater Reliability; Mathematical Models; *Measurement Techniques; *Observation; *Reliability; Research Design; Research Problems
IDENTIFIERS- Systolic Blood Pressure

Generalizability theory, which subsumes classical measurement theory as a special case, provides a general model for estimating the reliability of observational rating data by estimating the variance components of the measurement design. Research data from the "Heart Smart" health intervention program were analyzed as a heuristic tool. Systolic blood pressure readings for 17 children were taken by two nurses in one of six pairs. Differentiating the sources of error variance was carried out in what is called a "G" study, which used the GENOVA program to estimate the variance of measurement facets. As expected, the variance of individuals' blood pressure was large relative to pairs of nurse observers, sets of measurement, and occasions of measurement within the sets. A generalizability coefficient is the expected squared correlation between the actual, observed scores and the full universe of scores defined by the researchers by specifying measurement facets or protocols. It allows the calculation of different coefficients, given interest in making either norm-referenced or criterion-referenced decisions. While the "G" study evaluated data quality for different decisions, a "D" study (i.e., a study estimating how many conditions are needed to obtain a certain level of generalizability) was also conducted to pinpoint sources of measurement error, so that observations could be increased on a particular facet to reduce error. Many levels for each protocol facet are needed to estimate this properly. (LPG)

ED 286 957 UD 025 788

Race Relations and Adolescents: Coping with New Realities. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 27 Mar 87

NOTE- 106p.; Portions contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; *Bias; Equal Education; *Family Role; Hearings; Influences; Racial Bias; *Racial Relations; Racial Segregation; School Segregation; Violence; *Youth

IDENTIFIERS- Congress 100th

This document is a transcript of a Congressional hearing on race relations and adolescents. The impetus for much of the testimony is the worsening climate of race relations in the United States, represented by recent violent incidents involving youths. The witnesses were a varied group of social scientists, politicians, and educators who have studied race related incidents and the social and psychological consequences of racism. They gave testimony on the implications of racism for youth and presented some successful strategies for helping young people cope with diversity. Topics covered include the following: (1) school segregation; (2) the inequality of educational opportunity; (3) the educational experiences of immigrants in the United States; (4) the stereotyping and scapegoating of blacks; (5) incidents of race-related violence; (6) racial tension between Salvadoran and black youngsters; (7) plans for defusing race-related crises, in high schools; and (8) other institutional approaches to improving race relations. (VM)

ED 286 988 UD 025 828

Poverty, Income Distribution, the Family and Public Policy: A Study Prepared for the Use of the Subcommittee on Trade, Productivity, and Economic Growth of the Joint Economic Committee, Congress of the United States, 99th Congress, 2nd Session.

Joint Economic Committee, Washington, D.C.

REPORT NO.- S-PRT-99-199

PUB DATE- 19 Dec 86

NOTE- 133p.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Change Strategies; *Economically Disadvantaged; Eligibility; Employment Patterns; Family Life; *Federal Programs; Incentives; *Income; Labor Economics; Labor Force Nonparticipants; Motivation Techniques; *Poverty; Private Financial Support; *Program Effectiveness; *Welfare Services

IDENTIFIERS- War on Poverty

This study analyzes various measures of economic well-being to establish how these may have changed over time. It concludes that while most Americans have experienced progressively higher living standards in recent decades, an underclass group has emerged without the wherewithal to support itself or improve its economic situation. Government policy has played a role in creating this state of affairs. This suggests that reform of welfare policy should take a high place in the agenda of policymakers in the near future. The major themes of the study are the following: (1) income is the best measure of economic progress and prosperity; (2) people respond actively to incentives in making economic decisions; (3) often public policy has led to results far different than what was intended, because incentive effects were not sufficiently heeded in initial policy determinations; and (4) the major cause of economic inequality in the United States is variation in labor force participation. Any meaningful change in the system should reduce the debilitating disincentive effects on work in order to induce voluntary enhanced labor force participation. (Author/PS)

ED 286 794 SO 018 394

Shiman, David
World Food Day: Curriculum, Grades 8-12.
Church World Service, Baltimore, MD. Office on Global Education.; Denver Univ., Colo. Center for Teaching International Relations.
PUB DATE- Sep 86
NOTE- 28p.; For related documents, see SO 018 392-393.
AVAILABLE FROM- Church World Service, P.O. Box 968, Elkhart, IN 46515-0968. (Materials are free, specify order no. Ed. 8628).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Developed Nations; Developing Nations; *Food; Global Approach; *Hunger; Instructional Materials; *International Relations; Learning Activities; Nutrition; Secondary Education; *Secondary School Curriculum; Social Studies; *World Problems
IDENTIFIERS- *United Nations Food and Agriculture Organization; *World Food Day

Over one billion of the world's people are chronically hungry. For them, life is a hunger cycle characterized by vulnerability to disease, stunted physical and mental development, reduced energy and motivation, and low work productivity. This curriculum guide is designed to channel student awareness and concern into effective action. The definitions, dimensions, geography, and roots of hunger are explored through activities. The dimension of hunger is illustrated through visualization of the concept of one billion. The experience of hunger is dramatized through the poems, "The Arithmetic of Poverty" and "God to a Hungry Child." Students are introduced to the concept of "North and South" in relation to developed and developing nations. A handout depicting the hunger cycle is used to discuss the roots of hunger. The lesson concludes with actions that have been taken to end hunger and actions that students could take. Suggested student activities include joining community groups focusing on ending hunger; finding out about a food shelf or soup kitchen in the community; investigating hunger and poverty in the community; holding debates; organizing food drives; and arranging assemblies. A list of additional resources is included. (SM)

ED 286 838 SP 029 353

Packard, Richard D.

Teacher Development and Incentive Program: Research and Evaluation for Effective Policy Change and Reform.

PUB DATE- Jul 87
NOTE- 17p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987). Appendix C may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Educational Cooperation; *Incentives; Program Effectiveness; *Staff Development; *State Programs; Teacher Evaluation; Teacher Salaries
IDENTIFIERS- *Arizona Career Ladder Teacher Incentive Program

The Arizona Career Ladder Teacher Incentive Program, a pilot teacher incentive program, features: (1) successful collaboration among government, business, universities, school districts, and the teaching profession; (2) "stakeholder" initiated and monitored teacher development and performance evaluation systems with totally restructured salary schedules; and (3) a 5-year pilot research and evaluation project to develop a workable and relevant model that recognizes individual capacities and enhances appropriate role definitions and differentiation of work assignments for teacher leaders. Analysis of responses from over 4,000 participants revealed positive findings in relationships between level of teacher performance and student academic achievement. For successful change, organizations need to plan for a healthy environment that enhances interpersonal relationships, communication, and personnel development. (Author/CB)

ED 286 872 SP 029 448

Rosenbaum, Marlene
Teaching about Teaching: Selected Resources and Classroom Activities.
New Jersey State Dept. of Education, Trenton.
PUB DATE- Oct 87
NOTE- 28p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; Instructional Materials; *Learning Activities; Student Recruitment; Teacher Student Relationship; *Teaching (Occupation)

The objectives of this guide are to: (1) provide materials, activities, and lessons in grades K through 12 that will actively engage students in learning about the teaching profession; (2) increase understanding of the complex issues facing teachers; (3) develop an understanding of the important role teachers play in a democratic society; (4) stimulate interest in teaching as a career; (5) build understanding of the significant role teachers play in the lives of the students, as well as in shaping the future of society; and (6) help teachers share the joys and challenges of being a teacher. Selected materials and ideas within a general context of grade levels and subject areas are presented. Subject areas discussed include language arts, social studies, mathematics, and interdisciplinary activities involved in teaching. For each grade level grouping, reading materials and suggested activities are listed. (MT)

ED 286 916 TM 870 549

Lai, Morris K.; Shishido, Judy

A Model for Evaluating Art Education Programs.

PUB DATE- Apr 87
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Art Education; *Curriculum Evaluation; Elementary Secondary Education; *Evaluation Methods; Evaluation Needs; Literature Reviews; Models; Qualitative Research; *Questionnaires; Sampling; Student Evaluation

A review of the literature about practices in evaluating art education programs led to the design of the new evaluation model described in this paper. The literature review revealed that a growing number of authors advocate qualitative methods, and that a debate exists regarding the combination of qualitative and quantitative data gathering and analysis methods. In addition, the literature search uncovered very few tests which measure student achievement in art. Interest in standardized art testing is a recent phenomenon in the United States and abroad. Other findings uncovered in the literature search included the observation that art education is particularly important at the elementary level because enthusiasm about acquiring skills in art is lacking in adolescents. The description of the evaluation design which emerged from this research starts with an outline of sampling considerations. Evaluation activities that take place in the class are outlined next, followed by brief comments on out-of-class activities. Evaluation instruments listed include: (1) a questionnaire for art resource teachers; (2) forms for teachers' evaluation of student performance (different instruments for different grade levels); (3) an art event survey; (4) a questionnaire for art education teachers; (5) a form for collecting tests developed by art education teachers; (6) a questionnaire for students; (7) a form for interviewing students; and (8) a classroom observation form. (Questionnaires and survey instruments are included). (KA)

ED 286 930 TM 870 571

Plaut, David C.; And Others
Experiments on Learning by Back Propagation.
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Computer Science.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Personnel and Training Branch.
REPORT NO.- CMU-CS-86-126
PUB DATE- Jun 86
NOTE- 54p.
GRANT- N00014-86-K-00167
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; Cognitive Structures; Computer Simulation; *Discrimination Learning; *Error Patterns; *Feedback; Learning Processes; *Learning Strategies; Learning Theories; Mathematical Models; Multidimensional Scaling; *Networks; Weighted Scores
IDENTIFIERS- *Connectionism; Iterative Methods

This paper describes further research on a learning procedure for layered networks of deterministic, neuron-like units, described by Rumelhart et al. The units, the way they are connected, the learning procedure, and the extension to iterative networks are presented. In one experiment, a network learns a set of filters, enabling it to discriminate format-like patterns in the presence of noise. The speed of learning strongly depends on the shape of the surface formed by the error measure in "weight space." Examples show the shape of the error surface for a typical task and illustrate how an acceleration method speeds up descent in weight space. The main drawback of the learning procedure is the way it scales as the size of the task and the network increases. Some preliminary scaling results show how the magnitude of the optimal weight changes depends on the fan-in of the units. A variation of the learning procedure that back-propagates desired state information rather than error gradients is developed and compared with the standard procedure. Finally, the relationship between these iterative networks and the "analog" networks described by Hopfield and Tank are discussed. (Author/LPG)

ED 286 972 UD 025 803

Howard, Gary
The Black American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
Arlington School District No. 16, WA.
SPONS. AGENCY- Western Washington Univ., Bellingham.
PUB DATE- 81
NOTE- 40p.; For other documents in this series, see UD 025 802 and ED 285 714-715.
AVAILABLE FROM- Arlington School District, 600 East 1st, Arlington, WA 98223 ($4.00; $15.00 for set of 4; $2.00 each when part of classroom adoption).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)
DESCRIPTORS- Acculturation; Black Achievement; *Black History; *Blacks; Black Stereotypes; *Cultural Influences; Cultural Pluralism; *Racial Bias; Racial Relations; *Slavery

This booklet is a special report on black Americans, part of a series on ethnic perspectives. It covers their experiences as slaves, their struggle for equality in America, and other aspects of black history and culture. Study questions for recall and analysis of the text are presented at the end of each of the three chapters in the book. The following topics are covered: (1) experiences before and during slavery; (2) the survival, strength and spirit of black culture; (3) the participation of black people in American historical events; (4) legislative guarantees of freedom; (5) the struggle for civil rights; (6) black pride; and (7) black achievements. An eight-item bibliography is included. (VM)

ED 286 855 SP 029 397

Rokosz, Francis M.

Using Nutrition Against Aging and Degenerative Disease.
PUB DATE- 82
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aging (Individuals); *Dietetics; *Nutrition; *Physical Health; *Prevention
IDENTIFIERS- *Vitamins

A review of historical and research literature presents various perspectives on the growing controversy surrounding the use of vitamin and mineral supplements to maintain good health and for preventive health care. Several points are made in opposition to many health professionals' opinions that most nutritional supplements are unnecessary. Considerations discussed include: (1) faulty definitions of health; (2) validity of nutrition research; (3) role of dogmatism among health professionals; (4) government policies and pronouncements; (5) propaganda and quackery; and (6) the notion of a well-balanced diet. It is concluded that, although the medical profession and most scientists strongly question the value of nutritional supplements, there is good reason to suspect that supplements might help most people. (CB)

ED 286 944 TM 870 615

Coburn, Louisa
Teacher Competency Testing. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 83
NOTE- 4p.; ERIC/TME Update Series.
CONTRACT- 400-83-0015
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Standards; Accountability; *Competency Based Teacher Education; Elementary Secondary Education; Graduation Requirements; *Licensing Examinations (Professions); *Minimum Competency Testing; Teacher Certification; *Teachers; Testing Problems
IDENTIFIERS- ERIC Digests

When a variety of groups became concerned with a perceived deficiency in public education in the 1970's, critical attention was successively focused on student accountability, the school curriculum, and teachers. This digest briefly reports on teacher competency testing. The 1980 Gallup Poll showed that 85% of citizens polled said teachers should be required to pass a state examination in the subjects they teach. By the end of 1981, 18 states had planned or implemented some form of testing for teacher certification. The two major teacher organizations, the American Federation of Teachers (AFT) and the National Education Association (NEA) have taken opposing sides on the issue, with the AFT firmly supporting fair and valid tests and the NEA opposed to the use of exit examinations. Most of the arguments involved in the debate surround the following issues: (1) use of standardized tests to measure teacher competency; (2) duplication of effort between teacher competency tests and test requirements of the diploma granting colleges; and (3) use of written examinations for licensure in other professions. Other issues in teacher competency testing include: (1) establishment of cutting scores, below which applicants would not be granted certification; (2) use of norm-referenced versus criterion-referenced tests; (3) use of locally validated standardized tests versus nationally normed tests; and (4) legal and policy issues. (LMO)

ED 286 766   SE 048 606

New Teachers Mathematics Staff Development, Junior High School.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 87
NOTE- 191p.; For related documents, see SE 048 605-608.
AVAILABLE FROM- New York City Board of Education, Div. of Curriculum and Instruction, 131 Livingston St., Rm 613, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Techniques; Critical Thinking; Educational Testing; Grade 7; Grade 8; Grade 9; Homework; *Inservice Education; Junior High Schools; Lesson Plans; Mathematics Curriculum; *Mathematics Instruction; Mathematics Teachers; Problem Solving; Questioning Techniques; Secondary Education; *Secondary School Mathematics; Staff Development; Student Evaluation; Teacher Education; Teacher Workshops
IDENTIFIERS- *New York City Board of Education

The New Teachers Mathematics Staff Development Program for grades 7 through 9 is a combination of content and methodology. Teachers focus their attention on content, lesson planning, questioning, homework, and testing. This volume contains materials for eight workshop sessions. Sessions included are: (1) An Introduction to the New York City School System; (2) Managing the Mathematics Classroom; (3) The Curriculum; (4) Planning and Executing an Effective Mathematics Lesson; (5) Questioning in the Mathematics Classroom; (6) Developing Reasoning Skills, Critical Thinking, and Problem Solving Ability in the Mathematics Classroom; (7) Homework Planning and Review To Maximize Student Learning; and (8) The Teacher's Role in Student Assessment. The sections contain background materials, outlines, teaching tips, activities, and evaluation materials; materials provided in each section vary. (RH)

ED 286 822 SP 028 854

Howey, Kenneth R.; Zimpher, Nancy L.
Case Studies of Elementary Teacher Preparation Programs in Six Schools and Colleges of Education. Preliminary Study Findings.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Higher Education; *Preservice Teacher Education; *Program Effectiveness; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Effectiveness; Teaching Methods

Six midwest institutions, consisting of two major universities, three large state-supported colleges, and one smaller liberal arts college, were studied in an effort to provide an indepth description of how elementary school teachers are prepared in preservice teacher education programs. Objectives were to provide a clearer picture of: (1) the nature of teacher education curricula; (2) the instructional practices modeled for prospective teachers; (3) the scope, nature, and quality of opportunities teacher candidates have for learning how to teach; and (4) the extent of teacher preparation programs. Findings are discussed in terms of common positive attributes, common concerns, distinctive features of institutions, and attributes of specific programs. Fourteen characteristics are identified that appear to contribute to coherent programs that draw upon practices and policies endorsed by faculty and students across the six institutions. (MT)

ED 286 888 TM 870 480

Secondary School Profiles, 1985-1986. Rochester City School District. Includes New York State Comprehensive Assessment Report Data.

Rochester City School District, N.Y.

PUB DATE- Nov 86
NOTE- 144p.; For a previous report, see ED 257 845.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Enrollment Trends; Minimum Competency Testing; *Profiles; *School Demography; *School Districts; *School Statistics; Secondary Education; *Secondary Schools; Student Characteristics; Tables (Data)
IDENTIFIERS- *Rochester City School District NY

The 1985-86 profiles for the Rochester City School District's (New York) 11 secondary schools and four alternative program schools are tabulated in extensive charts. Information is provided on: (1) special instructional programs; (2) district achievement testing; (3) competency testing; (4) student attainment (percent of students enrolled in ninth grade Regents Level courses and passing ninth grade local courses, and graduation results); (5) Regents testing; (6) staff profiles; (7) average class size; and (8) demography. The latter describes student enrollment; number of students with limited English proficiency, handicaps, short) or long-term suspensions, or receiving free lunches; permits for open enrollment; the bilingual program; out-of-district, area, or zone attendance; urban-suburban transfer; adjustment transfer; and the Major Achievement Program; attendance; student mobility; and dropouts. This information is also summarized for the district as a whole. (MGD)

ED 286 780 SO 018 163

Elwan, Nour Eldin
Education in Ancient and the Present Egypt: From 4000 B.C. to A.D. 1983.
PUB DATE- Mar 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancient History; College Role; *Comparative Analysis; *Educational Change; Educational Development; *Educational History; Educational Objectives; Educational Responsibility; *Higher Education; Modernization; *Role of Education
IDENTIFIERS- *Egypt; *Historical Background; Historical Explanation

The discovery and deciphering of the Rosetta stone led to a rediscovery of Egypt's contribution to world culture and civilization. This document outlines the growth of knowledge and education in ancient Egypt and emphasizes the disciplines of science, medicine, art, philosophy, agriculture, and engineering. Ancient Egypt's decline and the subsequent rise in Roman, Arab, and British influences are described, along with specific cultural, social, and political contributions to world civilizations. Since the 1952 revolution, caused in part by a drive for modernization, a number of educational reforms have occurred. The current higher educational system in Egypt is described in terms of admission requirements, programs, degrees, research activities, access to education, and educational standards for faculty. Lists of universities, colleges, and schools of art and music which contain information about location, age, governance, and the number of teachers and students are provided. The document concludes with an appraisal of some of the major problems in Egypt's current educational system. A map of Egypt with educational institutions denoted is included. (JHP)

ED 286 809 SO 018 471

Patrick, John J., Ed.; And Others
American History and National Security: Supplementary Lessons for High School Courses.
Ohio State Univ., Columbus. Mershon Center.
PUB DATE- 87
NOTE- 222p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Civil War (United States); *Foreign Policy; High Schools; Instructional Materials; International Relations; National Defense; *National Security; *Social Studies; *United States History
IDENTIFIERS- Cold War; Cuban Missile Crisis; *Department of Defense; North Atlantic Treaty Organization; United States Constitution; World War I; World War II

Effective citizen participation implies the acquisition of skills and knowledge necessary for discussing and deciding national security issues. This book was developed to provide teachers with resources to design and strengthen national security education. The 30 self-contained lessons supplement and enrich current textbook treatment of national security issues rooted in U.S. history. The text outlines national security topics beginning with the writing of the U.S. Constitution and continuing through contemporary issues. Unit 1 focuses on the powers relating to national security and how they are distributed between the President and Congress. Unit 2 emphasizes the westward expansion of the nation before the Civil War and how national security was affected by that growth. Unit 3 discusses national security problems relating to the Civil War. Unit 4 stresses the problems caused by the nation's development into a world power after the Civil War. Unit 5 focuses on the two World Wars and national security topics related to them. Unit 6 discusses the Cold War era, including the policy of containment, the North Atlantic Treaty Organization (NATO), the "domino theory," the Cuban Missile Crisis, and the SALT II treaty. (SM)

ED 286 856 SP 029 400

Williamson, Ronald E.; Osborne, Debra C.
Instructional Planning and Beginning Teacher Assessment: Taking the Anxiety out of Accountability.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Beginning Teachers; Economics Education; Elementary Secondary Education; Junior High Schools; *Lesson Plans; Social Studies; State Standards
IDENTIFIERS- Georgia

The purposes of this paper were to: (1) demonstrate prinicples of sound classroom level instructional planning at a time when there is increasing concern for teacher accountability; (2) present a sample seventh-grade social studies lesson that illustrates portfolio planning competencies as stipulated by the Georgia beginning teacher assessment model--the "Teacher Proficiency Assessment Instrument" (IPAI); and (3) present content relevant to a lesson in economics. Both the principles and the sample lesson plans illustrate the systematic organization of the unit plan components and the resulting objective communication inherent in sound planning. Lesson plan components include general objectives, behavioral objectives, student activities, teaching procedures, materials and resources, evaluation and assessment procedures, lesson closure, remedial activities, student assignments, and enrichment activities. (CB)

ED 286 873 SP 029 449

Keefe, James W.
Learning Style Theory and Practice.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-201-X
PUB DATE- 87
NOTE- 53p.
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affective Objectives; Brain Hemisphere Functions; Cognitive Processes; *Cognitive Style; Elementary Secondary Education; *Learning Strategies; *Student Evaluation; *Theory Practice Relationship

This monograph builds upon rapid developments in the field of learning styles during the past few years, providing useful information about the theory, research, instrumentation, and practice of learning style. The first section presents an overview of learning style and addresses the school learning process, learning style concept, cognitive styles, affective styles, and physiological styles. Assessing student learning style is the topic of the second section, which addresses cognitive, affective, and physiological style elements, and comprehensive instruments for assessing these styles. Section 3 covers the connection between brain hemisphere and learning style, including discussion regarding hemispheric differences, sequential and simultaneous processing, hemispheric mythology, and whole brain education. Section 4 discusses applications of learning style through consideration of views of style, personalized education, significance of the style concept, schoolwide implementation, and classroom applications. References are included. (CB)

Canner, Jane; And Others
Equating of 1985 to 1986 Citywide Reading and Mathematics Tests.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- May 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Elementary Secondary Education; *Equated Scores; Latent Trait Theory; *Mathematics Tests; Minimum Competency Testing; Pretests Posttests; *Reading Tests; School Districts; Statistical Distributions; Tables (Data); Testing Problems; Testing Programs; *Test Manuals; Test Reliability; Urban Schools
IDENTIFIERS- California Achievement Tests; Comprehensive Tests of Basic Skills; Degrees of Reading Power; *Equipercentile Equating; Metropolitan Achievement Tests; *New York City Board of Education; New York Citywide Mathematics Test; New York Citywide Reading Test; New York State Regents Competency Tests; Rasch Model

In spring 1986, new citywide testing programs in both reading and mathematics were implemented by the New York City Board of Education. In those cases where the test had changed, it was necessary to statistically equate the new tests to the old tests, so that comparisons of equated rather than actual scores could be made during the transitional year. Tables show the battery of reading and mathematics tests administered in spring 1985 and spring 1986, for grades 2-12. In reading, tables were constructed for grades 3-11 by the equipercentile method to equate scores on the California Achievement Tests, the Degrees of Reading Power Test, and the Comprehensive Tests of Basic Skills (the latter for grade 10 only). Time of test administration determined which served as pretest or posttest. In mathematics, the equipercentile method was applied at grade 9 to equate the New York State Regents Competency Test to the New York City Mathematics Test (NYCMT). For grades 3-8, tables equating the NYCMT and the Metropolitan Achievement Test were generated by the Rasch model from 1985 pilot data sampling nine elementary and eight junior high schools. (Equipercentile and cross-grade comparisons are also shown.) All equating tables are provided in the appendices. (LPG)

ED 286 958 UD 025 789

Ventura, Stephanie J.
Births of Hispanic Parentage, 1983 and 1984.
Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
REPORT NO.- DHHS/PHS-87-1120
PUB DATE- 24 Jul 87
NOTE- 20p.; For the reports for 1980 and 1981, see ED 245 055 and ED 254 610.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Birth Order; *Birth Rate; Birth Weight; *Demography; Educational Attainment; Hispanic Americans; *Parents; *Population Trends; *Pregnancy; Prenatal Influences; Unwed Mothers

Twenty-three states and the District of Columbia collected information on births of Hispanic parentage in 1983 and 1984. More than 92% of the total Hispanic population in the United States resided in those states at this time. This report summarizes the available demographic information and presents data on births of Hispanic parentage in the following categories: (1) geographic distribution; (2) race of the child; (3) birth and fertility rates; (4) age of mother and live birth order; (5) childbearing by unmarried women; (6) educational attainment of mother; (7) nativity of mother; (8) prenatal care and number of prenatal visits to a health care professional; (9) low birth weight; (10) preterm births; (11) Apgar scores, which measure health factors of an infant at birth; and (12) health care attendant at birth and place of delivery. Comparisons are made with the parentage of non-Hispanic Blacks and Whites. Fourteen tables of statistics accompany this report. (VM)

ED 286 973 UD 025 804

Dornbusch, Sanford M.; And Others

The Relation of High School Academic Performance and Student Effort to Language Use and Recenty of Migration among Asian- and Pacific-Americans.

PUB DATE- 20 Apr 87
NOTE- 45p.; Paper presented at the American Educational Research Association, Washington, DC (Annual meeting, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Acculturation; *Asian Americans; Child Rearing; Ethnicity; Family Environment; Family Relationship; High Schools; *High School Students; Identification (Psychology); Limited English Speaking; *Pacific Americans; Self Concept
IDENTIFIERS- *Effort

This report, part of a larger study of the impact of family structures and processes on the social and academic performance of American high school students, focuses on Asian- and Pacific-American high school achievement. The following findings are reported: (1) Asian-Americans and Pacific-Americans exhibit very different patterns in school acculturation processes; (2) the impact of authoritarian parenting is less negative upon first generation high school students or students who speak only a non-English language in the home; and (3) use of both languages (English and Asian/Pacific languages) in the home is associated with the highest level of effort and highest grades in high school among six out of seven ethnic groups of Asian and Pacific-American students studied. The report also discusses directions for future study. Appendices contain the original questionnaire used for the study as well as the follow-up questionnaire used a year later. An extensive list of references is included. (PS)

ED 286 989 UD 025 829

Food Stamp Program: Results of the Simplified Application Demonstration Project. Report to the Chairman, Committee on Agriculture, Nutrition, and Forestry, U.S. Senate.

General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.

REPORT NO.- GAO/RCED-87-102
PUB DATE- Jun 87
NOTE- 22p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, $2.00 thereafter).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Cost Effectiveness; Expenditures; Methods; Program Costs; *Program Improvement; Social Services; *Welfare Services
IDENTIFIERS- *Food Stamp Program

The design and implementation of the Food Stamp Program's Simplified Application Demonstration Project are analyzed. The project was developed to test strategies which could reduce administrative costs and errors in the Food Stamp Program. This evaluation report presents data in the following categories: (1) administrative cost savings; (2) program benefits cost increases; and (3) reduction in payment error but not in corresponding costs. The results were that the gains in accuracy were outweighed by an increase in costs. The widespread use of the new procedure would most likely increase program expenditures. This document consists of a letter and four appendixes including: (1) Appendix 1--Objectives, Scope, and Methodology; (2) Appendix 2--Savings from Simplified Procedures Offset by Increased Program Costs; (3) Appendix 3--Demonstration Project Policies; and (4) Appendix 4--Major Contributors to this Report. (VM)

ED 286 795 SO 018 401

Meese, Edwin, III
Address of the Honorable Edwin Meese III, Attorney General of the United States, at the American Studies Center Bicentennial Program.
Department of Justice, Washington, D.C.

PUB DATE- 12 Jun 87
NOTE- 16p.; Speech presented before the American Studies Center Bicentennial Program (Washington, DC, June 12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constitutional History; *Constitutional Law; *Court Role; Federal Courts; *Political Science; Primary Sources; Social Studies; *United States Government (Course); *United States History
IDENTIFIERS- *United States Constitution

There has been a renaissance of scholarship during the bicentennial of the U.S. Constitution. Continued implementation of the Constitution requires that its text, its structure, and its principles be widely known and respectfully understood. U.S. citizens need to respect the Constitution as it was understood by those who framed it. Underlying the Constitution is a "science of politics." The principles of this science of politics (federalism, separation of powers, representation, an extended republic) decisively influenced the framers as they drafted the Constitution. The Constitution is a political document, but it cannot be identified with a political agenda, whether right, left, or center. The Constitution sets up institutions through which people make political decisions. Leadership on the basis of definite political values and objectives is the province of the legislative and executive branches. The judicial branch's role is to exercise judgment. Judicial review, by enforcing the terms of the Constitution, protects the long-term public will against short-term popular passions. As the United States enters its third century under the Constitution, citizens would do well to remember that just as the Constitution cannot be reduced to a political agenda, it is also the measure of all political action taken. (SM)

ED 286 839 SP 029 357

Treffers, Hans
Ideas of Prospective Teachers in the USA and the Netherlands about Teaching and Teacher Education--A Classification.
PUB DATE- Jul 87
NOTE- 23p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987). Appended tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Comparative Analysis; Comparative Education; Foreign Countries; Preservice Teacher Education; *Student Teacher Attitudes; Teacher Characteristics; *Teacher Education Programs; Teacher Educators; Teacher Effectiveness
IDENTIFIERS- *Netherlands; *United States

Analysis and comparison of aspects of teaching and teacher education in the United States and the Netherlands involved descriptions and classifications of how students and teacher educators think about teaching and teacher education. A questionnaire was developed and distributed to prospective teachers regarding their reasons for becoming teachers, characteristics of good teachers, and subjects that should be taught during teacher preparation. Several orientation categories (task, child, self, society, and foundations) of reasons and characteristics were identified by the prospective teachers. Tables of findings and the study instrument are appended. (CB)

ED 286 917   TM 870 551

Cooney, Margaret

Networking Evaluation: A Creative Approach to Assessment.

PUB DATE- Dec 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperation; *Evaluation Methods; Group Dynamics; Group Experience; *Group Testing; Higher Education; Interpersonal Communication; *Network Analysis; *Participative Decision Making; Problem Solving; *Student Evaluation; Student Reaction; Teamwork
IDENTIFIERS- *Networking Evaluation

This paper describes networking evaluation, an alternative to traditional evaluation, in which students work cooperatively in small groups to solve specific problems and are evaluated collectively by their teacher. Steps in the networking evaluation model are: (1) explaining the networking concept to students and preparing them for the evaluation; (2) preparing comprehensive questions for the networking evaluation; (3) dividing students into groups of four or five, balancing verbal and non-verbal participants in each group; (4) giving the group assignment, networking instructions and assessment questions to students at the time of the evaluation; (5) assessing the group by reviewing their outlines of their answers to the presented questions and audio or video tapes of the process itself; and (6) assigning individual grades to the groups' members. The teacher may also choose to have the students evaluate fellow group members on participation, cooperation and contribution. This would also be taken into account in assigning individual grades. Graduate students at California State University at San Bernardino noted that this procedure reduced their test anxiety and improved their self-confidence. If used in training programs in the helping professions, the evaluation process itself becomes a relevant learning experience. (JGL)

ED 286 931 TM 870 573

de Klerk, Len F. W.
The Role of Prior Experience in Learning from Instruction.
PUB DATE- Apr 87
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Aptitude; *Aptitude Treatment Interaction; *Cognitive Processes; *Cognitive Style; Computer Managed Instruction; Feedback; *Individual Differences; Learning Processes; Learning Strategies; Metacognition; Misconceptions; *Prior Learning; *Teaching Methods
IDENTIFIERS- Instructional Support

This paper reviews several studies on aptitude treatment interaction, the interaction between the learners' individual differences and methods of instruction. Specifically, it investigates the relationship between previous knowledge, including previously held misconceptions, and instructional methods. It is suggested that significant interactions are not easy to achieve. However, one reported study describes the positive interaction between low initial ability or prior knowledge and teaching methods that provide much instructional support (e.g. cues, structure, feedback, etc.). Interaction between learning styles and teaching method is also discussed, specifically a study in which instruction including use of metaphors was helpful to students with a preference for a visual format (visualizers) but not to those with a preference for a verbal format (verbalizers). The article advocates a metacognitive approach to evaluating learning, analyzing the cognitive processes involved in the learning rather than just the outcomes. It also proposes the use of computers to monitor these cognitive processes. (JGL)

ED 286 767 SE 048 607

New Teachers Mathematics Staff Development, Grades 3-6.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 87
NOTE- 245p.; For related documents, see SE 048 605-608.
AVAILABLE FROM- New York City Board of Education, Div. of Curriculum and Instruction, 131 Livingston St., Rm 613, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Techniques; Critical Thinking; Educational Testing; Elementary Education; *Elementary School Mathematics; Grade 3; Grade 4; Grade 5; Grade 6; Homework; Mathematics Curriculum; *Mathematics Instruction; Mathematics Teachers; Problem Solving; Questioning Techniques; *Staff Development; Student Evaluation; Teacher Education; *Teacher Workshops
IDENTIFIERS- *New York City Board of Education

The New Teachers Mathematics Staff Development Program for grades 3 through 6 is a combination of content and methodology. Teachers focus their attention on content, lesson planning, questioning, homework, and testing. This volume contains materials for eight workshop sessions. Sessions included are: (1) An Introduction to the New York City School System; (2) Managing the Mathematics Classroom; (3) The Curriculum; (4) Planning and Executing an Effective Mathematics Lesson; (5) Questioning in the Mathematics Classroom; (6) Developing Reasoning Skills, Critical Thinking, and Problem Solving Ability in the Mathematics Classroom; (7) Homework Planning and Review To Maximize Student Learning; and (8) The Teacher's Role in Student Assessment. Reading materials for each section contain background materials, outlines, teaching tips, activities, and evaluation materials; materials provided in each section vary. (RH)

ED 286 781 SO 018 164

Shapiro, Joan Poliner; Smith-Rosenberg, Carroll
The "Other Voices" in Contemporary Ethical Dilemmas: The Value of the New Scholarship on Women in the Teaching of Ethics.
PUB DATE- 23 Apr 87
NOTE- 34p.; Paper presented at the Annual Meeting of American Educational Research Association (68th, Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Altruism; *College Curriculum; *College Instruction; Controversial Issues (Course Content); Course Content; *Ethical Instruction; *Ethics; Females; Higher Education; Moral Development; Moral Issues; Moral Values; Scholarship; Social Attitudes; Social Problems; Values; *Values Education; *Womens Studies

This paper indicates the need for women's studies ethics courses and the examination of student concepts of morality. It proposes the ethical study of social problems not usually considered in undergraduate classes and illustrates the importance of the study of historical perspectives and situational ethics in the teaching of complex contemporary social problems. A women's studies ethics course was introduced to undergraduates in the School of Arts and Sciences at the University of Pennsylvania. It provides a broad political and social justice approach and attempts to move student thinking from individual needs to social responsibility in both private and public life. The course highlights problems of inequality and the ethics of racism, sexism, classism, imperialism, and exploitation. Emphasis is placed upon examining the social changes affecting the choices students must make when they face ethical dilemmas. Topics include such issues as abortion, sexuality, reproduction technology, and medical ethics during different historical periods. As a result, students learn that answers are not always absolute, but must sometimes be based on situational ethics. The course outline is included as an appendix. (JHP)

ED 286 823 SP 028 875

Chambasian, Susan M.
Development, Implementation and Evaluation of a Revised Physical Education Program for Wm. Horlick High School.
PUB DATE- Jun 87
NOTE- 118p.; Master of Education field research report, National College of Education.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; High Schools; *Physical Education; *Program Implementation; Student Attitudes; Student Interests; Teacher Attitudes

This document reports on a physical education teacher's attempts to design a physical education curriculum that would meet the needs and interests of students who were no longer required to take physical education due to changed graduation requirements. The report's first section provides an introductory overview of the problem and the teacher's proposed solution and also discusses research design and methodology. The second section details a review of research literature regarding physical education curricula. Section 3 discusses the first stage of the study, in which questionnaires regarding physical education needs and interests were developed and distributed to physical education students, physical education staff, guidance counselors, and physical education department chairpersons. The study's second stage is reported in the fourth section, where the teacher changed some of the curricular aspects to meet the needs and interests expressed by the questionnaire respondents. End results indicated that staff enjoyed teaching more, students participated with greater enthusiasm, and an improved environment more conductive to learning was developed. Needs still requiring attention included better organization, leadership, communication within the department, and a more demanding cognitive and psychomotor domain. References are included and the study instruments are appended. (CB)

ED 286 889 TM 870 484

Morris, Donald R.
Evaluation of the Dade County Public Schools Roving Leaders Outreach Program.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Mar 86
NOTE- 27p.; Executive summary is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; *Institutionalized Persons; *Nontraditional Education; Nontraditional Students; *Outreach Programs; Participant Satisfaction; Performance Contracts; *Program Evaluation; Secondary Education; *Special Schools
IDENTIFIERS- *Dade County Public Schools FL; *Roving Leaders Outreach Program

The Roving Leaders Center, one of the Dade County (Florida) Public Schools' Educational Alternative Outreach Programs, is designed as a last resort beyond the opportunity schools. Although it originally involved counselors who visited the schools, it now consists of a classroom, recreation room, offices, and reception area. It is staffed by a coordinator, an instructor and instructor's aide, a secretary, and a job developer. The program has embraced 69 adolescent students who have stayed with the program between 6 and 437 days (with an average of 132). The 22 students currently in attendance in June, 1985, completed a questionnaire evaluating the program and surveying students' future plans. The questionnaire, tabulated results, and student responses about their future goals are appended. All students reported that they expected to graduate from high school. An additional 15 students who had left the program to reenter the school system were followed by means of telephone interviews with their counselors. The Roving Leaders program was judged to compare favorably with other similar programs regarding attendance; improvement in behavior and performance seemed to be related to how recently the student had left an outreach program. It was recommended that the program be retained but not necessarily duplicated. (MGD)

ED 286 945 TM 870 793

Student Achievement Study, 1970-1974. The IEA Six-Subject Data Bank machine-readable data file .
International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).
REPORT NO.- EF-000205; ICPSR-7370
PUB DATE- 75
NOTE- Results of the "Six-Subject Survey" were published in the monographic series "International Studies in Evaluation, I-IX," Almqvist & Wiksell, Stockholm, 1973-1975. A bibliography of related papers and articles (complete through 1974) appeared in the journal "Comparative Education Review" (v18 n2 1974). Condensed file documentation (66 pages) entitled "Student Achievement Study, 1970-1974" (ICPSR-7370) is available from ICPSR for $4.00.
AVAILABLE FROM- Inter-University Consortium for Political and Social Research (ICPSR), P.O. Box 1248, Ann Arbor, MI 48106. Telephone: (313) 764-2570; International Association for the Evaluation of Educational Achievement (IEA), c/o Institute for the Study of International Problems in Education, University of Stockholm, Fack, S-1 04 05 Stockholm 50, Sweden; also available in the United States from IEA repositories at Columbia Univ., Stanford Univ., Univ. of Chicago, Univ. of Kentucky.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Adolescents; *Civics; Cognitive Tests; Comparative Analysis; Comparative Testing; Cross Cultural Studies; Educational Experience; Educational Status Comparison; Elementary School Teachers; *English (Second Language); Family Characteristics; *French; Homework; International Studies; *Literature Appreciation; National Norms; National Surveys; Preadolescents; *Reading Comprehension; School Administration; School Funds; School Organization; Science Interests; Scientific Literacy; Secondary School Teachers; Second Language Learning; Student Educational Objectives; Student Evaluation; Student Interests; Teacher Characteristics; Teacher Qualifications
IDENTIFIERS- Cross National Studies; *IEA Six Subject Survey

The "Student Achievement Study" machine-readable data files (MRDF) (also referred to as the "IEA Six-Subject Survey") are the result of an international data collection effort during 1970-1974 by 21 designated National Centers, which had agreed to cooperate. The countries involved were: Australia, Belgium, Chile, England-Wales, Federal Republic of Germany, Finland, France, Hungary, India, Iran, Ireland, Israel, Italy, Japan, Netherlands, New Zealand, Rumania, Scotland, Sweden, Thailand, and the United States. The purpose of this survey was to get a quantitative, cross-national evaluation of educational outcomes. Surveys of student achievement were conducted in six subject areas: science, reading comprehension, literature, civics education, and French and English as foreign languages. From 8 to 19 countries participated in each survey by testing students and teachers at one or more of the following levels: 10-year-olds (Population I); 14-year-olds (Population II); and students in the last year of pre-university schooling or in programs of equivalent length (Population IV). A special sub-population was designated to include those students in Population IV who specialized in science (Population IVs). A large assortment of instruments was developed during 1966-1970 specifically for this survey. These included not only cognitive tests designed to assist student achievement in each of the six subject areas, but also background and attitude questionnaires (e.g., involving questions about home background, school experience, student attitudes, and student aspirations). Teacher questionnaires provided information on teacher background, teacher training, professional opinions, and teaching practices. A school questionnaire collected information on the organization, staffing, funding, and control for each school. The master instruments were written in English and distributed to the National Centers to be translated for local use. The data were collected in two stages between 1970-1974 and were processed between 1973-1975. Information was collected from a total of about 250,000 students, 50,000 teachers, and 10,000 schools in 21 countries. This large data bank involves 273 distinct data files and 15 codebooks (all on tape). Ten codebooks relate to merged data files about student achievement by subject area, three refer to teacher files, and two cover school data files. (WTB)

ED 286 857 SP 029 401

Fort, Inza L.
You Are What Advertisers Want You To Eat.
PUB DATE- 87
NOTE- 13p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Anemia; *Eating Habits; Females; *Mass Media Effects; *Nutrition
IDENTIFIERS- Osteoporosis

The media have had an enormous impact on consumption and use of various foods and health and fitness products. More money is spent for out-of-home and frozen ready-made meals than ever before. The use of the words "light" (or "lite") and "lean" by advertisers is questionned. The advertisers' view that women should increase their intake of iron and calcium by popping a pill a day is addressed. The importance of getting facts, instead of accepting advertising claims, is stressed. (MT)

ED 286 874 SP 029 450

Bowyer, Carlton H.; Van Dyke, Janice

An Analysis of Contemporary Trends in Practical Preparation Experiences in Teacher Education.

PUB DATE- 1 Nov 86

NOTE- 19p.; Paper presented at the American Educational Studies Association Convention (Pittsburgh, PA, October 27-November 1, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Cooperating Teachers; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Student Teacher Supervisors; Teacher Education Programs; Teacher Qualifications; Teaching Experience

Numerous reports calling for reform in education have resulted in trends showing greater emphasis toward practical preparation experiences in teacher education. Many teacher education programs now stress more hours of teacher preparation devoted to professional education curriculum, strengthened and longer clinical experiences, stronger guidelines concerning the qualifications and responsibilities of university supervisors and cooperating teachers, five-year preparation programs, and more field experience. Some educators have expressed concern about the inclusion of too many practical experiences in teacher education programs, objecting that the prospective teacher may be unduly influenced by the ongoing practices they observe during these experiences. A five-page reference list is included. (CB)

ED 286 959 UD 025 790

Trueba, Henry T., Ed.
Success or Failure? Learning and the Language Minority Student.
REPORT NO.- ISBN-0-06-632547-1
PUB DATE- Apr 87
NOTE- 216p.
AVAILABLE FROM- Newbury House Publishers, 10 East 53rd St., New York, NY 10022-5299.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Cognitive Development; *Cultural Differences; Elementary Secondary Education; *English Instruction; Failure; *Language Acquisition; *Language Proficiency; *Limited English Speaking; Minority Groups; Second Languages; Socialization; Speech Communication

For language minority children who have acquired English through another culture, opportunities to learn in U.S. schools are not equal, either at the point of entry or at any time thereafter. Children's ability to participate meaningfully in school learning activities is intimately linked to cognitive and social skills that presuppose specific and substantial cultural and linguistic knowledge. Those children who lack these skills stand out as low achievers in the early school years. This book examines some phases of the struggle of language minority children to participate in school learning activities. The chapters and their authors are the following: (1) The Ethnography of Schooling (H. Trueba); (2) Hispanic Achievement: Old Views and New Perspectives (C. Walker); (3) Saving Place and Marking Time: Some Aspects of the Social Lives of Three-Year-Old Children (J. Shultz and J. Theophano); (4) English Communicative Competence of Language Minority Children: Assessment and Treatment of Language "Impaired" Preschoolers (L. Cheng); (5) Contrasting Acculturation Patterns of Two Non-English-Speaking Preschoolers (J. Willett); (6) Learning Failure: Tests as Gatekeepers and the Culturally Different Child (D. Deyhle); (7) Learning Spanish and Classroom Dynamics: School Failure in a Guatemalan Maya Community (J. Richards); (8) Parent Perceptions of School: Supportive Environments for Children (C. Delgado-Gaitan); (9) Towards a Psychosocial Understanding of Hispanic Adaptation to American Schooling (M. Suarez-Orozco); (10) Becoming Marginal (R. Sinclair and W. Ghory); and (11) Social and Communicative Aspects of Language Proficiency in Low-Achieving Language Minority Students (R. Rueda). (VM)

ED 286 974 UD 025 805

Sevenair, John P.; And Others
Predictors of Organic Chemistry Grades for Black Americans.
Xavier Univ. of Louisiana, New Orleans.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Biological Sciences; *Black Students; *Chemistry; *College Science; College Students; *Grade Prediction; Grades (Scholastic); Health Occupations; Higher Education; Predictive Measurement; *Predictor Variables; Racial Composition; Regression (Statistics); Science Education
IDENTIFIERS- *Science Achievement; *Xavier University of Louisiana

One factor which limits efforts to increase the number of black health professionals is performance in science courses at the college level. This study is one of several designed to identify factors which lead to success in the sciences at Xavier University of Louisiana, a small, historically black institution in New Orleans. The current investigation used linear regression analysis to identify variables which predict grades in organic chemistry at Xavier University. When only measures available on admission to college were used, high school grade point average was the best predictor for both semesters of organic chemistry. The accuracy of prediction was improved marginally by adding the ACT Composite score for the first semester only. When grades earned in previous chemistry courses were used, prediction improved markedly, as expected. The best predictor of grades for the first semester of organic chemistry was grade in the second semester of first-year chemistry, with grade in the first semester of first-year chemistry improving prediction somewhat. Results of the study should be used to improve advising of students, and provide direction in developing intervention strategies to help the underprepared. An extensive list of reference is appended. (PS)

ED 286 990 UD 025 830

Welfare Eligibility: Deficit Reduction Act Income Verification Issues. Fact Sheet for the Ranking Minority Member, Subcommittee on Oversight of Government Management, Committee on Governmental Affairs, United States Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-79FS
PUB DATE- May 87
NOTE- 97p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, $2.00 thereafter).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Criteria; Databases; *Eligibility; *Federal Legislation; Federal State Relationship; Government Role; Information Dissemination; Program Implementation; *Public Policy; *Welfare Recipients; *Welfare Services

This income and eligibility verification system (IEVS) database was created to aid the implementation of data exchanges among federal and state agencies. These exchanges are important for income and eligibility verification of persons who receive benefits from welfare and unemployment programs. Attempts are being made to match the computer programs used by each state. State contact persons will be available to facilitate these exchanges. In order to obtain information on the progress of these exchange efforts, questionnaires were sent to states and U.S. territories. The responses of 53 participants are presented in three appendices. Analysis of the qualitative responses resulted in the following list of concerns: (1) additional state funding needed to complete the implementation; (2) the efficiency of the existing automated systems to process the data; (3) processing time frames; (4) possibility that the costs may exceed the benefits; (5) the age of the tax data; and (6) safeguarding the tax data as per IRS guidelines. For illustration, the complete responses from Alabama and North Dakota are provided. (VM)

ED 286 796 SO 018 409

Moore, Stanley W.
Piaget and Bandura: The Need for a Unified Theory of Learning.
PUB DATE- 87
NOTE- 31p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Cognitive Processes; Developmental Stages; Elementary Education; Learning Processes; *Learning Theories; *Piagetian Theory; *Political Attitudes; *Political Influences; *Political Socialization; Social Sciences
IDENTIFIERS- *Bandura (Albert); Piagetian Stages; Social Learning Theory

A complete learning model will merge the Piagetian and Banduran learning models into a unified, comprehensive model to explain individual diversity. This argument is based upon analysis of the first five years of data gathered from a 13-year longitudinal study. The data from grades 5-12 are still in the analysis process, but impressionistic observation made from those data are included in the author's argument. The study concerning political socialization theory was designed to fill in these gaps: (1) little is known about civic awareness growth among pupils below the fourth and fifth grade; (2) few longitudinal studies have been done to accurately track a "pattern" of growing political awareness; and (3) there is a need to test the hypothesis that different periods in history may produce different patterns of political organization. Also, both models of learning theory, Piagetian and Banduran, were tested. The data give evidence that those political phenomena involving a high level of abstraction are most easily grasped when the cognitive-developmental hurdle is surmounted at the same time that the child's immediate environment also contains relevant stimuli. The study appears to offer a better understanding of the ways that cognitive maturation and environmental stimuli may work together to produce significant advances in political understanding. Both models are useful for explaining growth in political understanding. (SM)

ED 286 810 SO 018 473

Switzer, Kenneth A.; And Others

Global Issues: Activities and Resources for the High School Teacher. Second Edition.

Denver Univ., Colo. Center for Teaching International Relations.; Social Science Education Consortium, Inc., Boulder, Colo.

PUB DATE- 87
NOTE- 115p.; For the first edition, see ED 179 436.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Rights; *Cross Cultural Studies; Developed Nations; Developing Nations; Disarmament; Ecology; Economic Development; *Economics; Energy Conservation; *Global Approach; High Schools; Instructional Materials; *International Cooperation; *International Relations; International Trade; Natural Resources; Physical Environment; Resource Units; *Social Studies

Increasing student knowledge about other nations and interrelationships with them is the primary goal of this teaching guide. The activities and resources focus on six topics of continuing global importance: (1) trade and economic issues, (2) conflict and armaments, (3) modernization and development, (4) technology and the environment, (5) energy, and (6) human rights. Learning objectives, teaching suggestions, data resources, and duplicating masters for all necessary student materials are provided. Each unit is accompanied by an annotated list of additional resources. The lessons and materials in unit one are designed to help students develop cross-cultural awareness. Activities and resources are provided in unit two to aid student understanding of the complex economic issues confronting the world community. Unit three is designed to heighten student awareness of the complexities of conflict and conflict resolution. Unit four focuses on the progress of traditional, low-technology societies toward modern economic and technological development. Unit five provides material and resources on global environmental deterioration. Students are encouraged to learn the relationship between human existence and the natural environment. Unit six emphasizes the need for new methods of international cooperation in the use and distribution of non-renewable fuels and mineral resources. Unit seven stresses the need for increased awareness of cultural diversity regarding human rights. Sources of additional materials are appended. (SM)

McClelland, Jerry
Strengthening Vocational Teacher Education in Jamaica: An Example of Incremental, Institution Development.
PUB DATE- 87
NOTE- 17p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; Faculty Development; Foreign Countries; Higher Education; *Preservice Teacher Education; *Teacher Exchange Programs; *Vocational Education Teachers
IDENTIFIERS- *Jamaica

A small-scale, short-term institution strengthening project between the College of the Arts, Science, and Technology (CAST) in Jamaica and the University of Minnesota College of Home Economics focused on the improvement of vocational teacher education in Jamaica. CAST's technical teacher education program currently prepares teachers in the areas of business studies, secretarial studies, home economics, construction technology, electrical technology, and mechanical technology. A partnership between CAST and the University of Minnesota has provided CAST with technical assistance in the of home economics area and opportunities for educators from both institutions to study at the other's program. Personnel involved in the partnership have been given opportunities to develop curriculum and teaching materials for cultures different from their own, improve services to international students at their own institution, and develop research projects. (CB)

ED 286 904 TM 870 535

McLean, Les

Emerging with Honour from a Dilemma Inherent in the Validation of Educational Achievement Measures.

PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Behavioral Objectives; Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Evaluation Problems; *Instructional Effectiveness; Instructional Improvement; Mathematics Tests; *Measurement Objectives; Native Language Instruction; Portfolios (Background Materials); Second Language Learning; Student Evaluation; *Validity
IDENTIFIERS- Relevance (Evaluation); *Second International Mathematics Study

A dilemma arises in the attempt to establish procedures for valid assessment of academic learning. Measures of learning with high pedagogical validity often have poor psychometric properties. Conversely, tests that are well-constructed by psychometric standards may succeed in sorting and ordering students or schools, but have little pedagogical relevance. There are several approaches for dealing with apparent trade-off. One way is to revise notions of achievement, moving away from test-based criteria toward performance-based criteria. Experience in native- and second-language learning is cited as instructive, because of the multidimensional emphasis on the goals of communication in realistic settings. Valid assessment depends on situation and mode of communication. A systematic, cumulative record of performance is essential to this approach. The writing folder, a dossier kept by the student of diverse samples of his or her writing, is a good example of such a record. Another approach connects the monitoring function of assessment to the learning function at the classroom level. It uses comprehensive item pools administered by item sampling as part of a survey of teaching and learning specifically designed to reflect school learning and suggest improvements. As an example, the Second International Mathematics Study is discussed. (LPG)

White, David M.
The LSAT Exposed: Tricks from 12 LSATs. Second Edition.
Testing for the Public, Berkeley, CA.
PUB DATE- 86
NOTE- 137p.
AVAILABLE FROM- Testing for the Public, 1308 Peralta, Berkeley, California 94702 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Entrance Examinations; Higher Education; Multiple Choice Tests; Pretesting; Study Guides; Test Bias; Test Coaching; *Test Construction; *Test Format; Test Items; Test Theory; *Test Wiseness
IDENTIFIERS- Distractors (Tests); *Law School Admission Test

This book discusses tricks for answering questions on the Law School Admission Test (LSAT). The tricks are based on an analysis of 12 editions of the LSAT which have been made public pursuant to New York's Truth in Testing Law. Sample LSAT questions published by the Law School Admission Council are referenced to exemplify the tricks' applications on actual LSAT items. Topics in this book include: (1) a description of the test development process that is involved in compiling an actual LSAT; (2) a detailed analysis of the structure of each section of the LSAT; (3) an analysis of answer options; (4) a description of tricks for answering specific types of items; and (5) examples of the tricks from published materials and commentary on the tricks. Each trick is accompanied by a frequency breakdown, which provides specific data about the trick's effectiveness on 12 previously disclosed editions of the LSAT. There is a special chapter on test bias which focuses on bias against minorities, women, and low income applicants. Suggestions for avoiding test bias are offered, with examples from published materials. (KA)

ED 286 932 TM 870 574

Coffin, Gregory C.
Computer as a Tool in SAT Preparation.
PUB DATE- Feb 87
NOTE- 16p.; Speech presented at the Annual Florida Instructional Computing Conference sponsored by the Florida Department of Education and the Florida Association of Educational Data Systems (7th, Orlando, FL, February 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aptitude Tests; College Entrance Examinations; *Computer Assisted Instruction; Computer Software; Disadvantaged Youth; High Schools; *Instructional Effectiveness; *Low Achievement; Racial Factors; *Test Coaching; *Test Wiseness; Urban Education
IDENTIFIERS- College Explorer Program; *Hayden SAT Preparation Program; Preliminary Scholastic Aptitude Test; *Scholastic Aptitude Test; TestSense Program

Two experimental programs, designed to increase Scholastic Aptitude Test (SAT) scores of inner city, low achieving students by using computer-assisted SAT preparation, produced differing results. Forty volunteers from a nearby high school were assigned to two groups of 20 each--one experimental and one control group. The first program provided six weeks of after-school work on the Hayden computerized SAT preparation program to 20 inner city high school seniors. They pretested on the SAT in November, 1985 and posttested in January, 1986. During the instructional program, supervisors recognized the subjects' frustration with the difficulty of the vocabulary and their repeated wrong answers on the computer tests, as well as their lack of motivation to attend the program. Results for the experimental groups showed that pretest to posttest mean scores dropped 22 points on verbal and rose 20 points on mathematics. The second program provided a two and one-half-week program, eliminated conflicts by scheduling during school hours, and added training on the TestSense computerized program, which teaches test-taking skills and strategies. These students' pre- and posttested on the PSAT, showing mean post-program gains of 51 points in verbal and 40 points in math. Results of the second study are encouraging for use of computers in training inner city students in test-wiseness and SAT content. (JGL)

ED 286 768 SE 048 608

Mathematics Staff Development Program, Grades 3 and 6, 1986-1987. Volume 2.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-808-6

PUB DATE- 86

NOTE- 193p.; For related documents, see SE 048 605-607. Drawings may not reproduce well.

AVAILABLE FROM- New York City Board of Education, Div. of Curriculum and Instruction, 131 Livingston St., Rm 613, Brooklyn, NY 11201 ($16.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Classroom Techniques; Concept Formation; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); Grade 3; Grade 6; Graphs; Homework; *Inservice Education; Manipulative Materials; Mathematical Concepts; Mathematical Logic; Mathematics Curriculum; *Mathematics Instruction; Mathematics Teachers; Problem Solving; Questioning Techniques; *Staff Development; Statistics; Teacher Education; Teacher Workshops

IDENTIFIERS- Graphing (Mathematics); *New York City Board of Education

This publication contains reference materials and activities for teachers in a staff development program in New York City, teaching grades 3 and 6. The program combines content and methodology. Sections in the publication include: (1) Student Verbalization Resources; (2) Manipulative Resources; (3) Probability, Statistics, and Graph Resources; (4) Resources for Instruction; (5) Estimation Resources; (6) Research Resources; (7) Mathematical Concept Development; and (8) Sample Mathematics Masters. Different sections contain different kinds of materials including background and evaluation materials, activities, lists, duplication masters, and teaching tips. (RH)

ED 286 782 SO 018 175

The Soviet Union and Eastern Europe: A Teachers' Guide.
Indiana Univ., Bloomington. Russian and East European Inst.
PUB DATE- 87
NOTE- 36p.; Some pages contain small, light type.
AVAILABLE FROM- Russian and East European Institute, Indiana University, Ballantine Hall 565, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Curriculum Guides; Educational Resources; Elementary Secondary Education; Information Sources; Instructional Materials; Political Science; Resource Units; *Social Studies; Teaching Guides
IDENTIFIERS- Eastern European Studies; *Europe (East); Soviet Studies; *USSR

This guide was produced to provide K-12 teachers with basic materials on the Soviet Union and Eastern Europe, because U.S. textbooks frequently ignore this part of the world. These units about the Soviet Union include information on geography, education, lifestyles, government, the Communist Party, economics, and religion. Suggestions for classroom learning exercises and research projects are offered along with a brief chronology of Soviet history and an introduction to the Russian alphabet. The section on Eastern Europe features units which: (1) describe the region from an historical perspective; (2) discuss the history of Yugoslavia since 1948; and (3) describe the relationship of most Eastern European countries to the Soviet Union. Maps are included, along with a list of information sources for obtaining additional instructional materials about the Soviet Union and Eastern European countries. (JHP)

ED 286 824 SP 028 951

Cody, Carolyn

Women in Sport--The Beat Goes On. The Colorado Model: Addressing the Declining Number of Women Leaders in Sport.

PUB DATE- 15 Apr 87
NOTE- 7p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; *Athletic Coaches; *Athletics; *Equal Opportunities (Jobs); *Females; Minority Groups; Personnel Selection; *Sex Fairness
IDENTIFIERS- Colorado

This paper describes the efforts of Educators for Athletic Equity (EAE) in Colorado to address the shortage and/or absence of women and minorities in athletic leadership positions. Goals of the EAE are discussed, including: (1) to promote competent coaches, officials, athletic directors, and governing board members; (2) to promote the benefits of athletics and athletic leadership to students, educators, parents and community; (3) to improve communication regarding need for competent, balanced staffing of athletic programs; (4) to sensitize and encourage organizations and employers to affirmatively seek women and minorities for athletic leadership training, placement and promotion; (5) to locate, identify, train and support talented women and minorities with athletic leadership potential; and (6) to seek funding for public and private sources to supplement the Colorado Department of Education's support of this project. A study of the percentage of women coaches, officials, and athletic directors in Colorado in 1973-74 and 1983-84 is summarized. The "Sport Needs You" promotion program is described, and results are highlighted. Suggestions to others who wish to address athletic equity issues in their own states are offered. (MT)

Jones, Beau Fly, Ed.; And Others
Strategic Teaching and Learning: Cognitive Instruction in the Content Areas.
Association for Supervision and Curriculum Development, Alexandria, Va.; North Central Regional Educational Lab., Elmhurst, IL.
REPORT NO.- ISBN-0-87120-147-X
PUB DATE- 87
NOTE- 176p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 125 N. West St., Alexandria, VA 22314 ($10.00, ASCD-611-87030).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Cognitive Processes; *Educational Strategies; Elementary Secondary Education; *Instructional Development; Instructional Effectiveness; Language Arts; *Learning Strategies; Mathematics Instruction; Science Instruction; Social Studies; Teacher Effectiveness; Teaching Methods

This collection of essays focuses on the "strategic teaching" model of cognitive instruction, a model which makes clear the complex thinking process that teaching is, highlights the importance of the teaching/learning connection, and aims at enabling all types of students to become successful learners. The papers consider the varied levels at which content can be learned and emphasize the choice of appropriate strategies for effective cognitive instruction. The book's first part contains three papers, written by the editors (Beau Fly Jones, Annemarie Sullivan Palincsar, Donna Sederburg Ogle, and Eileen Glynn Carr), respectively entitled "Learning and Thinking," "Strategic Thinking: A Cognitive Focus," and "Planning for Strategic Teaching: An Example." These papers provide generic planning guides that may be used to sequence curriculum and instruction in various content areas for each phase of instruction. Part II contains four papers: (1) "Strategic Teaching in Science" (Charles W. Anderson); (2) "Strategic Teaching in Social Studies" (Donna Alvermann); (3) "Strategic Teaching in Mathematics" (Mary Montgomery Lindquist); and (4) "Strategic Teaching in Literature" (Richard Beach). Each chapter in Part II contains guidelines for planning that are adaptations of the generic guides offered in Part I. (CB)

ED 286 875 SP 029 452

Allison, Clinton B.
Teacher Education To Change the Workplace.
PUB DATE- Nov 86
NOTE- 8p.; Paper presented at the American Educational Studies Association Convention (Pittsburgh, PA, October 27-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Needs; Elementary Secondary Education; Higher Education; *Institutional Environment; Interprofessional Relationship; Preservice Teacher Education; Public Schools; *Teacher Morale; *Teacher Role; *Teaching Conditions

Public school teachers often work in "classroom cells" that are "symbols and predictive of their relative isolation from one another and from sources of ideas beyond their own background of experience." This type of environment, where teachers rarely join in collaborative endeavors and spend little of their professional time with other adult professionals to improve their knowledge and skills, is a leading factor in teacher job dissatisfaction. Teacher education has contributed to the problems of the teacher workplace by not empowering teachers to change either the structure or the atmosphere of the school as workplace. Teachers have lacked the self-esteem, prestige, and intellectual skills to exert sufficient power in the bureaucratic structure. For the workplace to change, teachers must be empowered, with teacher education reform central to that empowerment. Programs are needed that can provide the intellectual power to analyze policy and to effectively participate in policy debates, including those having to do with daily work in the schools. (CB)

ED 286 890 TM 870 485

Martinez, Carlos, Jr.

Evaluation of the Sabal Palm Laboratory Center.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- May 86
NOTE- 59p.; Executive summary is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement Tests; Attitude Measures; Curriculum Development; Drama; Elementary Education; *Immersion Programs; *Latin; Parent Attitudes; *Program Evaluation; *Second Language Instruction; *Spanish; Speech Skills; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Dade County Public Schools FL; Ideal Oral Language Proficiency Test Spanish; *Shakespeare (William); Stanford Achievement Tests

The Sabal Palm Elementary School in Miami, Florida, cooperated with Florida International University to develop three innovative language programs: (1) Spanish, employing a modified immersion technique for kindergarten and first and second grades; (2) Latin, emphasizing the Latin origin of English for grades five and six; and (3) Shakespeare's works and life for grade three. The evaluation was designed to determine whether these programs altered student achievement and whether students, staff, and parents were affected by participation in the programs. The students were tested for language proficiency and academic achievement; parents and teachers completed questionnaires; and a sample of students was interviewed. Results were positive except that there was no clear indication that the Latin program effected academic achievement. The participants' questionnaires and criterion referenced achievement tests are appended. (MGD)

ED 286 841 SP 029 365

Francis, Eileen
Values and Commitments Underlying Discussion. Professional Development on Discussion: Group Images in Action.
PUB DATE- 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; *Discussion (Teaching Technique); Elementary Secondary Education; Foreign Countries; *Group Dynamics; Higher Education; Inservice Teacher Education; Participant Satisfaction; Program Effectiveness; Staff Development; Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS- *Moray House College of Education (Scotland)

The Discussion Development Group (DDG) at Moray House College of Education, Scotland, is a resource center designed as an open learning system to provide inservice training, consultancy support, and resources on classroom discussion. A case study involving 17 teachers and recently conducted by the DDG explored features of process innovation and dissemination as they relate to the development of classroom discussion. The inservice training and consultancy support offered by DDG differs from other experiential learning programs on discussion in the emphasis it places on psychodynamic processes in discussion. The concept of imagery influences the training program methodology in the areas of image of place, image of the group, and image of leadership. Teachers participating in the program indicated that they achieved a level of process-thinking and a psychodynamic level perceived as significant. (CB)

ED 286 960 UD 025 791

Reed, Rodney J.
School and College Competency Testing Programs: Perceptions and Effects on the Black Students in Louisiana and North Carolina.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Southern Education Foundation, Atlanta, Ga.
PUB DATE- Mar 87
NOTE- 322p.; Appendixes A, B, and C are not included in the document.
AVAILABLE FROM- Southern Education Foundation, 340 W. Peachtree St., N.W., Suite 250, Atlanta, GA 30308 ($8.00). Appendixes A, B, and C are available separately free of charge.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Standards; *Black Students; College Entrance Examinations; College Students; *Evaluation Criteria; Higher Education; *Minimum Competency Testing; National Competency Tests; Objective Tests; *Standardized Tests; State Surveys; Teacher Effectiveness; Testing Programs
IDENTIFIERS- *Excellence in Education; Louisiana; South Carolina; *Testing Effects

This report presents the results of a survey of Louisiana and North Carolina college students and education officials to ascertain their perceptions regarding the use of minimum competency testing programs and to determine the effects of such programs on black students. Questionnaire and interview data were collected between September 1985 and March 1986. The majority of students, most of whom were black, felt that the competency tests were fair, necessary, and included content studied in school. They did not believe the tests motivated students to study harder or teachers to have higher performance standards for students. Nor did they think the tests caused students to change their course selections. In fact, they reported that the tests were too easy. The perceptions of Louisiana and North Carolina education officials regarding the use of competency testing were generally similar to those of the students. The report is divided into the following sections: (1) review of literature on testing; (2) background on competency testing programs in Louisiana and North Carolina; (3) methodology; (4) general findings; (5) student testing requirements and students' perceptions regarding competency tests; (6) education officials' perceptions and school district policies and practices regarding competency tests; (7) interrelationships among students competency test impressions, college enrollment status, aspirations, and personal and educational characteristics; (8) conclusions and implications. Also included are an extensive bibliography and six appendices which provide information under the following headings: State Testing Legislation, Study Sites, Questionnaire, Interview Protocols; and Tables (showing the test taking distribution in the states and other test data). (PS)

ED 286 975 UD 025 809

The Aid to Families with Dependent Children Program in Wisconsin: Staff Brief 86-15.

Wisconsin State Legislative Council, Madison.
PUB DATE- 17 Sep 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; Criteria; Economic Progress; *Eligibility; Health Services; Incentives; One Parent Family; Poverty; *Public Policy; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; *Wisconsin

Information on the Aid to Families with Dependent Children (AFDC) program in Wisconsin is provided in this document. Part 1 is a summary of the history, administration, and funding of the program. In Part 2, various elements of the AFDC program are described. These include eligibility requirements, grant calculation, work requirements, and medical assistance benefits. Other relevant data, such as recipient characteristics are presented in Part 3. This brief is a background document to a study of disincentives that keep persons with children from obtaining employment and achieving economic self-sufficiency. Sixteen tables contain statistics on policy; expenditures; and family size, ethnicity, and education of program participants. (Author/VM)

ED 286 991 UD 025 832

Multicultural Education.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- ISBN-92-64-12989-8
PUB DATE- 87
NOTE- 351p.; Proceedings of the OECD Symposium on the project on "Education and Cultural and Linguistic Pluralism" (Paris, France, January 1985).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingual Education; Cultural Pluralism; *Educational Policy; Elementary Secondary Education; Equal Education; Ethnicity; *Foreign Countries; Heterogeneous Grouping; *Minority Group Children; Minority Group Influences; *Multicultural Education; *Social Integration; Sociocultural Patterns
IDENTIFIERS- *Organisation for Economic Cooperation Development

The volume provides papers presented in January 1985 at a symposium at the headquarters of the Organisation for Economic Co-operation and Development (OECD) on the subject of the various ways, means, and problems associated with providing a mainstream education for children of ethnic minorities in member countries of the OECD. The main thrust of the project was to analyze the consequences for education systems of the cultural and linguistic changes brought about by new lifestyles and forms of social organization. The papers are organized into the following four subject areas: (1) past and present: old problems, new issues; (2) cultural identities; (3) educational dilemmas; and (4) focus on the languages. Most papers are followed by one or more commentary. A final paper provides a retrospect on the information presented at the symposium. A bibliography follows each paper. (PS)

ED 286 797 SO 018 410

Ingels, Steven J.; O'Brien, Mary Utne

Economic Attitudes and Attitude Change: The Impact of Economic Instruction in Early Adolescence.

National Opinion Research Center, Chicago, Ill.
PUB DATE- 22 Apr 87
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For related documents, see ED 268 016-017.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Affective Behavior; *Affective Measures; *Attitude Change; Cognitive Processes; *Economics; Economics Education; Junior High Schools; Social Science Research; *Student Attitudes

A cognitively-oriented course of economics instruction will affect student attitudes toward economic issues. This was the finding of a study designed to ascertain economic attitudes in adolescents. Economic attitudes were measured by an instrument which used eight moderately reliable multi-item scales. The measure was applied in a quasi-experimental pretest/posttest design to two groups of ninth-graders. One group had previous economics instruction and the other had not. This research design measured the affective impact of a cognitively-oriented economics curriculum. The research was based on two hypotheses: (1) that economics instruction would have an impact on student attitudes toward economic issues; and (2) that the observed attitudinal changes would be in the same direction as affective changes associated with developmental trends. At the pretest, there were no systematic or statistically significant differences between the two groups. Analysis of covariance at the posttest showed modest but statistically significant differences between the groups on five scales. The results also gave qualified support to the hypothesis that these instructional effects may be interpreted as an acceleration of developmental trends in economic and related social attitudes. (SM)

ED 286 811 SO 018 477

American Interdependence Institute Teaching Materials.
Kentucky Council on Economic Education.; Kentucky State Dept. of Education, Frankfort.
PUB DATE- 87
NOTE- 184p.; Product of a two-phase project, 1986-87. Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Studies; *Cultural Background; *Cultural Differences; *Cultural Interrelationships; Curriculum Guides; Economic Progress; *Economics; *Economics Education; Educational Games; Elementary Secondary Education; Field Trips; Foreign Countries; Instructional Materials; Learning Activities; Simulation; *Social Studies

IDENTIFIERS- *Japan

The twin goals of this guide are to provide a greater understanding of basic economic concepts and an insight into Japanese culture. Economic concepts emphasized are: (1) scarcity; (2) choice; (3) production; (4) markets; (5) specialization and exchange; (6) sources of income; (7) free enterprise; and (8) marketing the product. Classroom activities are designed to introduce each concept at the primary level, develop it through the intermediate and middle level, and culminate at the high school level. The activities involve students in a variety of learning experiences such as planning a festival, planning a dance, designing products for foreign markets, and planning field trips. The study of Japanese culture is also conducted through activities that involve students in learning experiences. The guide includes a classroom simulation on U.S.-Japan trade policy. A dictionary of economic terms, educational games, sources of information about Japan, and a bibliography are also provided. (SM)

ED 286 891 TM 870 486

Morris, Donald R.
Evaluation of the 1985-86 ECIA, Chapter II Teaching Geographic Skills Project.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- May 86
NOTE- 15p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Geographic Concepts; *Geography Instruction; Inservice Teacher Education; *Instructional Material Evaluation; Map Skills; Pretests Posttests; Program Evaluation
IDENTIFIERS- *Dade County Public Schools FL; Education Consolidation Improvement Act Chapter 2; National Council for Geographic Education

This Education Consolidation and Improvement Act (ECIA), Chapter II project combined acquisition of instructional equipment with teacher training to improve the geographic skills of students in grades six through eight in the Dade County Public Schools, Florida. Map and globe materials from three different publishers (the George F. Cram Company, the Nystrom Company, and Rand McNally) were purchased and applied for this purpose. One teacher from each of the district's 47 middle and junior high schools was trained in the use of specific materials through the district's teacher education center, assisted by publishers' representatives. One class in each participating school was taught a four-week unit in geographic skills. Evaluation was by the National Council for Geographic Education Competency-Based Geography Test, Intermediate Level. Acceptable data were obtained from 35 schools. Pretest to posttest gains were significant at all schools. Analysis of the effect of publishers' materials indicated that the materials published by the George F. Cram Company were more effective in grades six and seven than the other publishers' materials. (Author/MDE)

ED 286 905 TM 870 537

Zeevi, Yehoshua Y.; And Others

Asymmetries in the Control of Saccadic Eye Movements to Bifurcating Targets.

Dayton Univ., Ohio. Research Inst.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- AFHRL-TR-86-54
PUB DATE- Apr 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Eye Fixations; *Eye Movements; Flight Training; *Reaction Time; Response Style (Tests); *Visual Learning; *Visual Measures; Visual Stimuli
IDENTIFIERS- *Saccadic Eye Movements

The examination of saccadic eye movements--rapid shifts in gaze from one visual area of interest to another--is useful in studying pilot's visual learning in flight simulator training. Saccadic eye movements are the basic oculomotor response associated with the acquisition of visual information and provide an objective measure of higher perceptual processes. In this investigation, three adult subjects fixated a single point of light, which was then extinguished and replaced either by one target which appeared at plus or minus 5, 10, or 15 degrees, or by two targets which appeared symmetrically at those same eccentricities. All subjects showed a directional preference (averaging about 80%) in the two-target condition, and it was found that this preference could be eliminated by delaying by about 40 milliseconds the onset of the target presented in the preferred direction. This indicated that a 40-millisecond "window" of time was allocated for deciding response direction. It was also found that the saccadic latency of responses in the nonpreferred direction was affected more by a second target presented in the preferred direction than vice versa. This asymmetry in the system which controls saccadic eye movements has not previously been described. (JGL)

ED 286 919 TM 870 553

White, David M.

The GMAT Exposed: Tricks from 20 GMATs. 2nd Edition.

Testing for the Public, Berkeley, CA.
PUB DATE- 85
NOTE- 111p.; Portions contain smudged/broken type. Best copy available.
AVAILABLE FROM- Testing for the Public, 1308 Peralta, Berkeley, California 94702 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Entrance Examinations; Higher Education; Multiple Choice Tests; Pretesting; Study Guides; Test Bias; Test Coaching; *Test Construction; *Test Format; Test Items; Test Theory; *Test Wiseness
IDENTIFIERS- Distractors (Tests); *Graduate Management Admission Test

This book discusses tricks for answering questions on the Graduate Management Admission Test (GMAT). The tricks are based on an analysis of 20 editions of the GMAT which have been made public pursuant to New York's Truth in Testing Law. Sample GMAT questions published by the Graduate Management Admission Council are referenced to exemplify the tricks' applications on actual GMAT items. Topics in this book include: (1) a description of the test development process that is involved in compiling an actual GMAT; (2) a detailed analysis of the structure of each section of the GMAT; (3) an analysis of answer options; (4) a description of tricks for answering specific types of items; and (5) examples of the tricks from published material and commentaries. Each suggested trick is accompanied by a frequency breakdown, which provides specific data about the trick's effectiveness on 20 previously disclosed editions of the GMAT. There is a special chapter on test bias which focuses on bias against minorities, women, and low income applicants. Suggestions for avoiding test bias are offered, with examples from published materials. (KA)

Armour-Thomas, Eleanor
Toward a Qualitative Analysis of Standardized Tests Using an Information Processing Model.
PUB DATE- Aug 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (68th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; Cognitive Style; *Cognitive Tests; Diagnostic Tests; *Intelligence; Learning Theories; Performance Tests; Problem Solving; Qualitative Research; *Standardized Tests; *Test Construction; Testing Problems; Test Theory; Test Use
IDENTIFIERS- Componential Intelligence

The use of standardized tests and test data to detect and address differences in cognitive styles is advocated here. To this end, the paper describes the componential theory of intelligence addressed by Sternberg et. al. This theory defines the components of intelligence by function and level of generality, including: (1) metacomponents: higher order processes involved in decision-making, planning, and evaluation; (2) performance components: processes used to manipulate and transform information in the performance of a task; (3) knowledge-acquisition components: processes involved in learning new and contextual information; and (4) general, class, or specific level of generality. The paper also reviews the literature on identification of specific components associated with specific cognitive processes and the trainability of those processes. Following the definition and description of these information processing constructs, their use in both constructing test items and analyzing student outcomes from standardized tests is advocated. Such qualitative test analysis could possibly then be used, not just to describe or predict performance, but also to detect differences in cognitive styles and diagnose and remediate areas of weakness. (JGL)

ED 286 769 SE 048 649

Wolfe, Richard G.
Second International Mathematics Study; Longitudinal, Classroom Process Surveys for Population A: Students, Teachers, and Schools, 1981-1982 machine-readable data file .
International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).; Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- EF000107
PUB DATE- 87
NOTE- File documentation is contained in the Center for Education Statistics publication CS-87-332 "Training Manual for Use of the Databank of the Longitudinal, Classroom Process Surveys for Population A" (SE 047 846).
CONTRACT- OE-300-83-0212
AVAILABLE FROM- Second International Mathematics Study Group, University of Illinois, Armory Building, Room 341, 505 East Armory Avenue, Champaign, IL 61820. Telephone: (217) 333-6743.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Algebra; Arithmetic; Calculators; *Classroom Techniques; Computation; *Foreign Countries; Fractions; Geometry; Grade 8; Instructional Materials; Junior High Schools; *Junior High School Students; Longitudinal Studies; *Mathematics Achievement; Mathematics Instruction; *Mathematics Teachers; Measurement; National Surveys; Pretests Posttests; Ratios (Mathematics); Sampling; School Surveys; *Secondary School Mathematics; Student Attitudes; Teacher Attitudes; Teaching Experience; Teaching Methods
IDENTIFIERS- Belgium; Canada; France; Japan; New Zealand; Opportunity to Learn; *Second International Mathematics Study; Thailand; United States

The Second International Mathematics Study (SIMS) of the International Association for the Evaluation of Educational Achievement (IEA) was conducted in 20 countries on two sampled populations: Population A of 13-year-olds and Population B of students studying mathematics in their final year of secondary school. Mathematics achievement was measured with a large number of test items (180 or 176 for the 13-year-olds, 136 for the older students) distributed across the curricular content of mathematics found at these grade levels. In addition, a substantial amount of background information was collected from pupils, teachers, and schools, e.g., behavior problems, enrollment (by sex), mathematics anxiety, school days per year, teaching periods per week, textbooks used, beginning-of-year and end-of-year performance, opportunity to learn the specific mathematics of the tests. The Population A surveys described here were conducted on 13-year-olds in eight geographic areas (in seven countries): Belgium Flemish, Canada (British Columbia), Canada (Ontario), France, Japan, New Zealand, Thailand, United States. The standard IEA-type survey design was augmented with two innovations: (1) a pretest (beginning of school year) measure based on the same mathematics item pool, and (2) rich documentation of classroom teaching practices. The resulting Population A machine-readable data file (MRDF) is comprised of 39 subfiles. There are three response files corresponding to the schools, the teachers (or classrooms), and the students, for each of the eight geographic regions (3x8=24). There are 9 documentation subfiles and 6 control, working, and demonstration subfiles. The data include responses from 37,558 13-year-old students. Student backgrounds and attitudes were surveyed, along with their knowledge of algebra, geometry, fractions, measurement, ratio, proportion, and percent. Teacher backgrounds, attitudes, and teaching practices were surveyed. School principals were queried about school operations and organization. The SIMS file provides for the first time international mathematical achievement datasets gathered under common and rigorous survey conditions. The survey results for the United States are contained in "Second International Mathematics Study: Summary Report for the United States" (ED 259 896). TYPE OF SURVEY: National Survey; International Survey; Longitudinal Survey. RESPONDENTS: 13-year-old students (37,558) (including their school principals and mathematics teachers). YEAR OF DATA: 1981-1982. (WTB)

Aronowitz, Beverly Lynne

From South to North U.S.A.: The Afro-American Immigrant Experience in the Plays of August Wilson.

PUB DATE- Oct 86
NOTE- 17p.; Paper presented at the Literature and the Immigrant Experience Conference (Cranford, NJ, October, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Achievement; *Black Attitudes; Black Community; *Black Culture; Black Family; *Black History; Black Literature; Blacks; Drama; *Immigrants; Migration; Occupational Mobility; Racial Attitudes; Racial Factors; *Racial Identification; Racial Integration; Rural to Urban Migration; Social Mobility
IDENTIFIERS- Emigrants; *Wilson (August)

In contrast to the European immigration to the United States, the African immigrant encountered economic, psychological, and emotional disorientation to such an extent that these effects continue to influence and mold the lives of Afro-Americans. This document explores the Afro-American immigrant experience through a study of some of the plays written by August Wilson. "Fences," "Ma Rainey's Black Bottom," and "Joe Turner's Come and Gone" are analyzed from the perspective of the black experience in terms of past events and to explain the present in terms of a history which includes emigration from the rural South to northern U.S. cities. The effects of this migration on Afro-American family life and on individual blacks are examined by analyzing excerpts and passages from plays which highlight the anger, frustration, and exploitation of blacks and the resultant instability of the black family. (JHP)

ED 286 825 SP 029 039

Lindsey, Ruth
If I Knew Then What I Know Now--Exercise Cautions.

PUB DATE- 13 Apr 87
NOTE- 10p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Exercise; *Exercise Physiology; *Injuries; *Older Adults; *Prevention; Risk

Some exercises are misused and abused by people of all ages, and increased age magnifies the bad effects of these exercises. Senior citizens in particular should be aware of the possible damage that some exercises, particularly when done unsupervised, pose to their physical health. This paper describes 56 common exercises and alternatives to those that are identified as dangerous to the areas of the head and neck, back, abdominal muscles, arms, hips, knees, and ankles. (CB)

ED 286 859 SP 029 425

Beals, Mark G.
One College of Education's Response to the Call for Reform in Teacher Education.
PUB DATE- 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *Educational Change; *Educational Improvement; Higher Education; Participative Decision Making; *Preservice Teacher Education; *Program Evaluation; Program Length; Teacher Orientation
IDENTIFIERS- Beginning Teacher Induction; *University of Nevada Las Vegas

The University of Nevada at Las Vegas College of Education has responded to numerous calls for educational reform with the establishment of the Committee to Review Teacher Education (CRTE). CRTE is composed of school district administrators, elementary and secondary school principals and master teachers, a State Department of Education representative, a local teachers' union president, and representatives from the university's various departments. The committee reviewed recommendations regarding the strengths and weaknesses of four- and five-year teacher preparation programs, reviewed recommendations regarding the role of liberal arts versus methods courses in teacher training, and recommended the implementation of an induction year model. Seven recommendations were made by CRTE regarding: (1) retention of the four-year program; (2) reduction and consolidation in the foundations of education sequence; (3) structural changes in the elementary education program; (4) structural changes in the secondary education program; (5) a more competitive elementary education program; (6) exploration of graduate degrees combining pedagogy and content; and (7) combining certification and graduate degrees for those with baccalaureate degrees seeking initial certification. (CB)

ED 286 876 SP 029 453

Christensen, Doran
A Look at the Rationale for Practicality in Teacher Education.
PUB DATE- 1 Nov 86
NOTE- 11p.; Paper presented at the American Educational Studies Association Convention (Pittsburgh, PA, October 27-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Field Experience Programs; Higher Education; *Preservice Teacher Education; *Program Effectiveness; *Teaching Experience; Teaching Skills

Practical experiences have grown dramatically in teacher education programs, apparently from a general consensus of the rightness of such experiences as well as the vigorous criticisms of teacher education programs by practicing teachers. A review of research concerning practical experience in teacher education indicates that the knowledge and skills gained from these experiences are necessary, legitimate, and of high intellectuality. (CB)

Comer, James P.; And Others
Psychosocial and Academic Effects of an Intervention Program among Minority School Children.
Yale Univ., New Haven, Conn. Child Study Center.
PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Change; Administrative Policy; Educational Change; *Educational Development; *Educational Environment; *Educational Improvement; Elementary Secondary Education; *Minority Groups; School Administration; *School Effectiveness; *Urban Schools
IDENTIFIERS- *School Development Program

In addition to achievement, school climate and psychosocial adjustment among students are important criteria in evaluating school based intervention programs. This study examined the effectiveness of the School Development Program (SDP) in an inner city school system. The program applies principles of social and behavioral science to every aspect of a school to improve its climate and the academic and social growth of its students. It consists of four basic components: (1) a mental health team, (2) a school governance and management body, (3) parent involvement, and (4) curriculum and staff development. Of the eight comparable schools studied, four implemented SDP and four schools did not. The schools were comparable in terms of achievement and demographics. The randomly selected sample consisted of 142 students from SDP schools and 111 from control schools. Significant differences were found in favor of the schools with the intervention program in the following areas: (1) student achievement, (2) behavior measures, and (3) school climate. (Author/LHW)

ED 286 976 UD 025 810

Profile of Pacific Schools.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 172p.; Developed by the R&D Cadre, Pacific Region Educational Program.
CONTRACT- OERI-400-87-0006
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; Extracurricular Activities; Governance; *Pacific Americans; Principals; *Private Schools; Professional Personnel; *Public Schools; Public School Teachers; *School Statistics; Staff Development; *Student Characteristics
IDENTIFIERS- *Pacific Islands; *Pacific Trust Territory

This profile contains tables and charts which provide baseline information on the Pacific Region school systems. The Region comprises the State of Hawaii, the Territories of American Samoa and Guam, the Commonwealth of the Northern Marianas, the Federated States of Micronesia, the Republic of Belau, and the Republic of the Marshall Islands. Information on the following is included: (1) students; (2) teachers; (3) principals/vice principals; (4) Department of Education professionals; (5) public school support staff; (6) public school curriculum and instruction; (7) governance and finance; (8) services and activities; and (9) facilities. This information is given for all school systems except Hawaii's in the body of the report; the data for Hawaii is provided separately in an appendix. (PS)

ED 286 842 SP 029 373

Gilman, David Alan; Antes, Richard L.
The Educational Effects of the Introduction of a State Supported Program of Smaller Classes. A Study of the First Year of Indiana's Project PRIME TIME and Its Effects on Test Results (1984-85). A Comprehensive Analysis.
Indiana State Univ., Terre Haute. School of Education.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Class Size; Pilot Projects; Primary Education; *Program Effectiveness; *Rural Schools; *State Programs; Teacher Effectiveness; Teacher Student Ratio
IDENTIFIERS- Indiana; *Project PRIME TIME

This study investigated the effectiveness of Project PRIME TIME on student learning in rural Indiana schools. Project PRIME TIME, a state-supported program to reduce class size in kindergarten through third-grade classes, was implemented in Indiana schools during the 1984-85 academic year. Subjects were first-graders enrolled in rural schools in western Indiana. Class sizes ranged from 15 to 22 students during the 1984-85 school year. Student scores on the Iowa Test of Basic Skills, Stanford Achievement Test, Metropolitan Achievement Tests, Gates MacGinitie Reading Test, Art is Fundamental, and locally prepared basic skills tests were analyzed to determine whether differences existed between classes before and after the introduction of Project PRIME TIME. Results indicated that, of 73 statistical test scores analyzed, 39 showed significant positive effects of the project, while 30 showed no significant differences. Only four test scores showed significant positive differences in favor of larger classes. It is concluded that state sponsored programs to reduce class size can benefit student achievement and teacher efficiency in the primary grades. (CB)

ED 286 992 UD 025 876

Gruskins, Susan J.; Campbell, Mary A.; Paulu, Nancy
Dealing with Dropouts: The Urban Superintendents' Call to Action.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 90p.; Introduction by Chester E. Finn, Jr.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Community Role; *Dropout Prevention; *Dropout Programs; *Dropout Rate; *Dropouts; Educational Environment; *Educational Improvement; High Risk Persons; *High School Students; School Effectiveness; School Holding Power; Superintendents; Urban Education

The number of dropouts is increasing and is particularly high in urban areas and among minority students. Dropouts earn less over their lifetimes, are in poorer health, and do not have the technological skills needed for newly-developing jobs. The federal government, the private sector, and educators have made serious commitments to bring down the dropout rate. In this two-part document the Urban Superintendents Network presents possible solutions to this problem. Part One discusses the dropout problem and presents the superintendents' action plan for lowering the dropout rate. Part Two describes six strategies that the superintendents believe hold promise for keeping at-risk students in school. The recommendations are the following: (1) anti-dropout programs should intervene early in the lives and school careers of at-risk youngsters; (2) a positive school climate must be created in schools with adequate personnel; (3) school districts must set high attendance, academic, and discipline expectations; (4) strong teachers should be developed and hired; (5) districts should provide a broad range of instructional programs tailored for at-risk students; and (6) all people, organizations, and institutions should organize collaborative efforts to improve schools and lower the dropout rate. The superintendents plan to form six action groups to address the problem and to share information. The report also includes descriptions of effective dropout programs; a bibliography, and a list of contact persons and agencies. (VM)

Parker, Franklin; Parker, Betty

Behind Textbook Censorship.

PUB DATE- 30 Jul 87
NOTE- 17p.; Speech given before the Northern Arizona University Chapter of Phi Delta Kappa (Flagstaff, AZ, July 30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Censorship; *Course Content; Moral Issues; Moral Values; *Religious Conflict; Textbook Content; *Textbooks; Textbook Selection
IDENTIFIERS- *Secular Humanism; Supreme Court

Textbook censorship cases from Tennessee and Alabama have been brought before the U.S. Supreme Court. In east Tennessee, fundamentalist families objected to a 1983 Holt, Rinehart, and Winston reading series for grades 1-8. Federal District Judge Thomas G. Hull held that Hawkins County Schools had violated the families' First Amendment rights and ordered the system to permit the parents to teach reading at home. In Mobile, Alabama, Federal District Judge W. Brevard Hand said, "For purposes of the First Amendment, secular humanism is a religious belief system," and ordered that 44 elementary and secondary textbooks be removed from Alabama public schools. "Secular humanism" became a pejorative term in 1982 during the fundamentalist crusade against sex education in a Corvallis, Oregon high school. The fundamentalist crusade dates back to a reaction against Charles Darwin's "Origin of Species" (1859). Today, it is driven by fear of change, fear of crime, fear of drug use, and other dislocations in society. The organization People for the American Way makes several suggestions to prepare for censorship attacks. The key suggestions are that school systems need: (1) a publicized written selection policy for books and other media; (2) a list of elective and required courses, specifying those requiring parental permission; (3) a statement of the school's curriculum, goals, and philosophy; and (4) procedures for making, receiving, verifying, discussing, and resolving censorship complaints. School personnel, students, and parents should be familiar with the complaining organizations, their arguments, and vocabulary. Finally, censorship cases are usually curtailed when the educational community works together for quality education. (Thirty-five footnotes are appended.) (SM)

ED 286 812 SO 018 500

The Stock Market Game, an Educator's Guide. Elementary School Edition Grades 6-8 .

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.; Securities Industry Association, New York, NY.

PUB DATE- 85

NOTE- 70p.; The Academy of Finance is a project of the New York City Board of Education.

AVAILABLE FROM- Academy of Finance, New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Brooklyn, NY 11201; The Securities Industry Association, 120 Broadway, New York, NY 10271.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Capitalism; Consumer Economics; Consumer Education; *Economics Education; Educational Games; Elementary Education; Finance Occupations; Grade 6; Grade 7; Grade 8; Instructional Materials; Investment; Junior High Schools; Learning Activities; Middle Schools; Money Management; Ownership; Simulation; Social Studies

IDENTIFIERS- *New York Stock Exchange; *Stock Market

Helping students learn about taking responsibility for the planning and shaping of their personal financial futures is this 13-lesson teaching unit's goal. Each lesson includes performance objectives, materials, motivational activities, development, and enrichment activities. Concepts are taught through worksheets, stories, and games. Students are introduced to the concept of the stock market by learning the three forms of business organizations and the origins of the New York Stock Exchange. Other concepts taught are: (1) shares of stock; (2) the law of supply and demand; and (3) scarcity. Additional lessons focus on: (1) organization of corporations; (2) factors that have an impact on price; (3) reading stock market quotations; and (4) calculating the amount of profit or loss from the purchase of stock. As a concluding activity, the class participates in a stock market simulation. To apply the information developed in these lessons, it is suggested that students be given some additional class time in preparation for playing "The Stock Market Game," developed in Canada and adopted by the Buffalo (New York) State College, Center for Economic Education. (SM)

ED 286 826 SP 029 050

Quisenberry, Nancy L.
Teacher Education in the United States: Challenge for the Future.
PUB DATE- Jul 87
NOTE- 16p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Teachers; College School Cooperation; *Educational Change; Higher Education; *Preservice Teacher Education; Public Opinion; School Organization; Student Recruitment
IDENTIFIERS- *Excellence in Education

For the past five years, education in the United States has received major criticism and various reforms have been suggested. The recommendations, legislation, and proposed changes that have resulted have created consternation, frustration, and optimism among teacher educators. The optimism stems from the desire to continue to improve the preparation of teachers and the opportunities which have opened up with long sought support from legislators and university officials. The criticism and suggestions for change can be grouped into three categories: (1) working conditions and structures of schools; (2) needed changes in teacher preparation programs; and (3) public opinion regarding education in the United States. This paper calls for a vigorous campaign to change public opinion. An overview of changes in teacher preparation over the past decade is presented. Future directions are explored and proposed areas of change are detailed. Attention is focused on program planning for teacher education, a research-based pedagogy, school/university partnerships, recruitment of the ablest and minorities, and the status of beginning teachers. (Author/MT)

ED 286 892 TM 870 490

Camayd-Freixas, Yohel; Donahue, Maryellen F.
Quantitative Analysis of Curriculum Effectiveness: 1986.
Indiana Univ., Bloomington. Russian and East European Inst.
PUB DATE- Jan 87
NOTE- 331p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; *Criterion Referenced Tests; *Curriculum Evaluation; *Educational Assessment; Educational Objectives; Educational Testing; Elementary Secondary Education; Evaluation Methods; Instructional Effectiveness; School Districts; *Scores; Tables (Data); Testing Programs
IDENTIFIERS- *Boston Public Schools MA; Curriculum Based Assessment; *Curriculum Related Testing

This report is designed to provide numerical data about student performance on the curriculum of the Boston (Massachusetts) Public Schools (BPS) as measured by curriculum referenced tests (CRTs). BPS Department of Educational Testing analyzed data from the 1986 CRT final exams in: reading and language arts (grades K-8), high school English (six levels), mathematics (grades 1-8), high school mathematics (nine levels), science (grades K-8), high school science (six levels), social studies (grades 3-8), U.S. History and Civics, Spanish I and II, and French I. BPS curriculum guides direct instruction in most subjects. Since each curriculum guide is matched with a curriculum referenced test, assessment of the extent to which students meet specific objectives set forth in the guides is possible. This analysis is used to identify strengths and deficits in curriculum implementation or instruction as measured by student CRT performance. Results may be used for specific intervention at the school level or for discerning school district patterns. The report contains descriptions of each instrument, the specific curriculum objectives addressed by the CRT, the student population, system strengths and weaknesses, and extensive tables presenting school-by-school analyses of percent of correct responses to each test item. (MDE)

ED 286 906 TM 870 538

Evaluation of the English Oral Fluency of Limited English Proficient Twelfth Grade Students.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

PUB DATE- Aug 84
NOTE- 62p.; Executive summary is printed on colored paper. Portions of appendixes contain small print. For a related document, see ED 267 086.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communicative Competence (Languages); Cutting Scores; *English (Second Language); Grade 12; High Schools; Interviews; *Language Proficiency; *Language Tests; *Limited English Speaking; *Oral English; Student Reaction; Teacher Attitudes
IDENTIFIERS- *Basic English Skills Test Plus Supplement; Dade County Public Schools FL; Florida (Dade County)

The Basic English Skills Test and its supplement (Best Plus Supplement), a structured oral interview, were administered to 72 of 119 limited English proficient 12th grade students in the Dade County (Florida) Public Schools, to determine their oral proficiency. The students were native speakers of Haitian-Creole, Spanish, and Vietnamese. Oral proficiency was also rated by teachers from their English for Speakers of Other Languages classes. The teachers also rated a comparison group of 29 students who had already completed the course. Thirteen students were retested to determine interrater reliability and test validity. Of the 72 tested students, 62% had good to excellent oral proficiency; 76% of the students who had completed classes in English for Speakers of Other Languages were rated good to excellent. However, the latter group required an average of only 4.5 semester credits to exit the classes; the 12th graders being tested had already completed an average of 6 semester credits. Length of residence in the United States was not related to the oral proficiency scores. Both the students and teachers participating in the testing found the experience positive and valuable. (Appendices include the questionnaires administered to students and to teachers). (MGD)

ED 286 920 TM 870 555

Breland, Hunter M.; And Others
Assessing Writing Skill. Research Monograph No. 11.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-280-6
PUB DATE- 87
NOTE- 138p.
AVAILABLE FROM- College Board Publications, P.O. Box 886, New York, NY 10101 ($14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Testing; *Efficiency; *Essay Tests; Higher Education; Holistic Evaluation; Interrater Reliability; Multiple Choice Tests; *Predictive Validity; Scoring; *Test Construction; *Test Reliability; *Writing Evaluation; Writing Skills
IDENTIFIERS- English Composition Test; Scholastic Aptitude Test; Student Descriptive Questionnaire; Test of Standard Written English

Six university English departments collaborated in this examination of the differences between multiple-choice and essay tests in evaluating writing skills. The study also investigated ways the two tools can complement one another, ways to improve cost effectiveness of essay testing, and ways to integrate assessment and the educational process. College freshman wrote six essays involving expository, narrative, and persuasive writing skills. They were scored by nine readers using a holistic scoring method. College Entrance Examination Board data files also provided six multiple-choice test scores for most of the subjects, including Scholastic Aptitude Test, Test of Standard Written English, and English Composition Test. Essay assessment was found to be less reliable than multiple-choice tests, but the use of multiple essays or the combination of essays with non-essay measures alleviated this. Essay testing, even of a single essay, was more costly; it was also reasonably valid despite low reliability. Combination of essay and non-essay measures provided very good predictions of writing ability, with non-essay measures losing importance as the number of essay readings increased. This, however, increased cost. To better control cost, it was suggested that fewer readings be combined with a multiple-choice test. It was also recommended that the writing assignments be drawn from work completed in a writing course. Appendices include the writing tasks, the Student Descriptive Questionnaire, scoring materials, and data tables. (MGD)

MacKinnon, David; And Others
The Relationship between Method and Validity in Social Science Research.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavioral Science Research; Literature Reviews; Naturalistic Observation; Qualitative Research; *Research Methodology; *Scientific Methodology; *Social Science Research; *Social Scientists; *Validity
IDENTIFIERS- Dilthey (Wilhelm); Durkheim (Emile); Fischer (Frank); Habermas (Jurgen); Husserl (Edmund); *Interpretive Research; *Positivism; Schutz (Alfred); Weber (Max)

An endless debate in social science research focuses on whether or not there is a philosophical basis for justifying the application of scientific methods to social inquiry. A review of the philosophies of various scholars in the field indicates that there is no single procedure for arriving at a valid statement in a scientific inquiry. Natural scientists employ a plethora of procedures for validating or rejecting the hypotheses quiding their investigations. There are various theories as to how knowledge can correspond with an observable reality. Theorists with a positivistic attitude minimize the differences between the natural and social sciences and exclude metaphysics from scientific investigation. Interpretive theorists argue that people's life-worlds are quite different from the world of natural science and therefore, should be investigated differently. Validity is determined on the basis of intersubjective understanding and acceptability. Critical theorists have a different orientation. They look beyond the descriptions of structured social relations and emphasize, instead, the use of knowledge. It is concluded that recent attempts to reconcile different approaches to research must be discounted. Instead, students in the social sciences must be provided with a grounding in the diverse perspectives on the nature of the social world, in order to understand the independence and the interrelatedness of the various modes of inquiry. (KA)

ED 286 961 UD 025 792

Annual Statistical Report Program Operations 1985. New York State Division for Youth.
New York State Div. for Youth, Albany.
PUB DATE- Jun 85
NOTE- 133p.; For the 1986 report, see UD 025 793.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; *Client Characteristics (Human Services); Delinquency Prevention; *Delinquent Rehabilitation; *Institutionalized Persons; Recidivism; *Residential Programs; *State Programs
IDENTIFIERS- New York; *New York State Division for Youth

This report presents data on the social, legal, and demographic characteristics of youth admitted to the residential programs of the New York State Division for Youth (DFY) during 1984. These programs offer services for youth referred by the courts, social services, and other agencies. The report is divided into seven sections. Section 1 outlines characteristics of youths admitted during 1984 and provides a table describing major changes in the composition of the client population between 1983 and 1984. Section 2 presents seven tables on the characteristics of three types of admission (first time, readmittance during aftercare placement, and readmittance after leaving the program completely). Section 3 presents 12 tables on characteristics of all admissions to DFY residential programs according to region and district of referral. Section 4 provides eight tables which detail the social and demographic characteristics of all DFY admissions according to level of placement. Section 5 contains 11 tables which explore more intensively the social and demographic characteristics of all DFY admissions. Section 6 presents six tables which detail similar social and demographic information on all DFY programs by responsible county. Finally, Section 7 provides four tables of statistics on service termination. (KH)

ED 286 784 SO 018 193

Aanstoos, Christopher M.; Barrell, James J.

Getting There: A Phenomenology of the Contexts of Car Buying.

PUB DATE- 23 Aug 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affective Behavior; *Arousal Patterns; Behavior Change; Behavior Patterns; Emotional Experience; *Emotional Response; Perception; *Phenomenology; Psychological Characteristics; Psychological Patterns; *Purchasing
IDENTIFIERS- *Automobiles; Consumers; Desire

The importance of understanding the manner in which the desire to buy arises in buyers has been neglected in the study of consumer psychology. This report identifies those few research projects which have studied the origins of consumer motivation and describes a phenomenologically-guided investigation which studied individuals' desires to purchase a car. Volunteer participants were asked to describe in writing the process through which they began to desire an automobile. They were then orally interviewed and each case was separately analyzed. The phenomenon of the concept of "lack" is explored, and two case studies are analyzed in order to determine the circumstances in which individuals believe they have experienced negative situations because they lack car ownership. Findings indicate that the more possessions an individual owns, the more things that a person believes they lack or need and that the emergence of desire to purchase an item is based upon a person's experiencing a "lack" situation. (JHP)

ED 286 860 SP 029 427

Brophy, Jere

Research on Teacher Effects: Uses and Abuses. Occasional Paper No. 116.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jul 87

NOTE- 43p.

AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($3.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Educational Research; Elementary Secondary Education; *Research Utilization; *Teacher Student Relationship; *Theory Practice Relationship

This report offers guidelines for appropriately interpreting and using "teacher effects" research (research linking teacher behavior to student outcomes). Attention is given to the potential uses and abuses of such research, and limitations of the nature and use of scientific data on teacher effects are discussed. Ways that instructional principles can be derived for research findings are suggested, and implications for teacher educators and school administrators are also considered. (CB)

ED 286 877 SP 029 454

Neufeldt, Harvey G.

Problems in Defending the Theoretical Dimension in Teacher Education.

PUB DATE- Nov 86
NOTE- 9p.; Paper presented at the American Educational Studies Association Convention (Pittsburgh, PA, October 27-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Foundations of Education; Higher Education; Preservice Teacher Education; *Relevance (Education); *Teacher Education Curriculum; Teaching Experience; *Theory Practice Relationship

Although theory is the backbone of foundations of education curriculum in teacher education, many students and teacher educators do not recognize its importance, particularly in the light of the increasing trend toward more practical experiences at the expense of such courses. The imitative and experiential approach to teaching, as well as the social functionalist perspective, limit the role of theory in educational decision making. Both, in the end, set limits on the professional aspects of the teaching-learning experience, stressing instead the craft-like features of teaching. (CB)

ED 286 947 UD 025 285

Plan for Minority and Women Business Enterprise Contract Participation and Authorization To Amend Plan.
Chicago Board of Education, Ill.
PUB DATE- Oct 86
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Affirmative Action; *Black Businesses; *Board of Education Policy; Civil Rights; Compliance (Legal); *Contracts; Elementary Secondary Education; Equal Opportunities (Jobs); *Females; Minority Groups; *School Business Relationship; Sex Fairness
IDENTIFIERS- *Chicago Public Schools IL

This document outlines procedures for following the Chicago Board of Education procurement policy of providing fair and representative employment and business opportunities for minorities and women to remediate the adverse affects of historically discriminatory and exclusionary practices. These procedures are to be used in awarding contracts for goods and services, encouraging and providing for the greatest participation by business enterprises owned by minorities and women. This plan applies to all contracts funded in whole or in part with Board of Education funds. The document discusses the following: (1) policy; (2) application of the plan; (3) definitions; (4) certification; (5) participation goals; (6) set-asides; (7) credits; (8) demonstration of compliance in bid or proposal documents; (9) waiver and substitution; (10) monitoring of contracts; (11) noncompliance and sanctions; (12) Affirmative Action and technical assistance activities on the part of the Board of Education; (13) review of plan; (14) duration; and (15) severability. Included are the authorizations and wording for four amendments to be made to the policy: (1) Authorization to Amend Plan...to Provide for Expanded Temporary MBW/WBE Certification, November 19, 1986; (2) Motion to Amend Plan (Section 5.2), February 11, 1987; (3) Authorization to Amend Plan...to Provide That the Waiver Review Committee Include a Representative of the Chief Financial Officer, April 22, 1987; and (4) Authorization to Amend Sections 2.1, 2.1.3 and 2.3 of the Plan...to Extend Effective Dates of Certification and Bid Credits from April 30, 1987 to October 30, 1987, April 22, 1987. (KH)

ED 286 977 UD 025 812

Vuong, Joseph Trung
Vietnamese Cross-Cultural Adjustment.
PUB DATE- 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); Comparative Analysis; Counseling Objectives; Cross Cultural Studies; *Cultural Differences; *Immigrants; Migrants; Refugees; Social Integration; *Student Adjustment; *Vietnamese People
IDENTIFIERS- Vietnam

This report provides information that will help Americans deal with or counsel Vietnamese refugees. The following topics are covered: (1) history and geography of Vietnam; (2) culture of Vietnam; (3) differences between American and Vietnamese culture; (4) counseling recommendations; (5) differences between American and Vietnamese students; and (6) tips that can help Vietnamese adjust to American culture. The report emphasizes the difficulties Vietnamese face in joining a culture that demands personal initiative and assertiveness, traits that are considered undesirable in Vietnamese culture. (VM)

ED 286 843 SP 029 374

New York State Teacher Resource and Computer Training Center Program. Report to the Governor and Legislature.

New York State Education Dept., Albany.

PUB DATE- Mar 87
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Program Development; *Staff Development; *State Programs; *Teacher Centers
IDENTIFIERS- *New York

This report describes the Teacher Resource and Computer Training Center Program that was enacted in 1984 by the New York State Education Department to provide systematic, ongoing professional development services for the state's teachers. It is a collaborative program involving teachers, school administrators, higher education representatives, business and industry representatives, and parents. Information is presented regarding: program history; program administration; technical assistance; center operation; center descriptions; staff development activities for 1984-86; linkages; evaluation process; impact; and statewide planning implications. The appendixes include maps and funding information as well as a directory of the training centers. (CB)

ED 286 813 SO 018 502

Malament, Elizabeth E.

Watergate: A Teaching Unit. Curriculum Project Report No. 4040. Experimental Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
PUB DATE- Jun 77
NOTE- 75p.
AVAILABLE FROM- New York City Board of Education, Div. of Curriculum and Instruction, 131 Livingston Street, Rm. 613, Brooklyn, NY ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Constitutional Law; Instructional Materials; Political Attitudes; Political Campaigns; Political Influences; Political Power; *Politics; Secondary Education; *Social Studies; United States Government (Course); *United States History; Units of Study
IDENTIFIERS- *Nixon (Richard M); United States Constitution; *Watergate

Because Watergate tested the strength of the U.S. constitutional system and proved that it worked, this unit could serve as a focal point for study of the U.S. Constitution. The three objectives of the document are: (1) to expand knowledge of the governance process through study of the separation of powers, the impeachment process, the right to privacy, and the electoral process; (2) to develop skills that promote critical thinking and analysis of issues by using reference sources; and (3) to develop attitudes congruent with citizen participation in a democratic society by affirming belief in the ideals of U.S. democracy and in the democratic process as a way of achieving those ideals. The first theme, "Presidential Power in the United States," presents events that culminated in the "imperial presidency," and the resulting corrupt practices in trying to gain and hold that position. The second theme, "Curbing the Powers of the President," discusses the constitutional limitations of presidential power. The third theme, "Political Morality," delves into the political practices that made Watergate possible. Activities and questions to enhance the discussions are included, and a bibliography is appended. (SM)

ED 286 827 SP 029 051

Osibodu, Bukunola Mabogunje
Practices in Higher Education Personnel Development in Nigeria: Professional Imperatives for the Future.
PUB DATE- Jul 87
NOTE- 23p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Developing Nations; Educational Development; *Faculty Development; Foreign Countries; Higher Education; *Teacher Attitudes; *Teacher Background; *Teacher Qualifications
IDENTIFIERS- *Nigeria

The university system in Nigeria has experienced phenomenal growth during the last 20 years, but the increasingly larger enrollment of students has not been supported with similar development of higher education professionals. There is a growing awareness of the need for ensuring and enhancing the high quality of teaching staff at the higher education level. Some Nigerian universities have established small programs and workshops for faculty development and orientation. A survey of 35 lecturers and professors at Obafemi Awolowo University revealed that many did not have any professional training and some felt that training was not necessary to be effective. It is suggested that faculty at the higher education level must know not only about the subject they are teaching but also about teaching approaches. (CB)

ED 286 878 SP 029 455

Ferguson, Janice; Kersting, Frank

Using an Integrated Model Incorporating Material Modification and Direct Teaching to Remediate an At-Risk Student.

PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Individualized Instruction; Instructional Effectiveness; Intermediate Grades; *Learning Strategies; *Media Adaptation; *Reading Difficulties; *Student Evaluation
IDENTIFIERS- *Interactive Model

A case study testing the hypothesis that poor learning performance may be the result of a poor match between assigned material and student ability involved the use of the Interactive Model (Stetson, 1981). A 10-year-old fifth-grader with reading problems was studied in terms of intelligence, language skills, and instructional materials used in reading instruction. A program was developed for two areas: material modification and client learning strategies involving oral language, reading, and writing. Post-testing showed improvements in most areas and additionally in the student's self-concept. This suggests that the model provided the flexibility to assess both the student and the curriculum material, resulting in a two-pronged approach that not only boosted the student's skills but also adapted the curriculum material. (CB)

Gilmer, Jerry S.
The Effects of Test Disclosure on Linear Equating Relationships under the Common Item Nonequivalent Groups Design.
PUB DATE- Apr 87
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Answer Keys; Computer Simulation; *Cutting Scores; Difficulty Level; *Disclosure; *Equated Scores; Licensing Examinations (Professions); State Legislation; Testing Problems; *Test Items; Test Validity
IDENTIFIERS- Anchor Tests; Fairness; *Test Disclosure; *Test Security; Truth in Testing Legislation

The proponents of test disclosure argue that disclosure is a matter of fairness; the opponents argue that fairness is enhanced by score equating which is dependent on test security. This research simulated disclosure on a professional licensing examination by placing response keys to selected items in some examinees' records, and comparing their scores on a later form of the same test to scores of examinees who did not receive disclosure. Ten groups varied in number of items disclosed, number of examinees receiving disclosure, ability level of the subgroup receiving disclosure, and whether the items disclosed were anchor test or nonanchor test items. Results depended on the degree of exposure to test items; the greatest score differences were found in the group in which the greatest number of people received disclosure on the greatest number of test items. The effect of item disclosure on passing scores and passing rates was also examined. Results depended on whether the disclosed items were anchor or nonanchor items and whether the benefit of disclosure was direct or indirect. It was a concluded that there is currently no perfect equating method for test disclosure and that test fairness is more complicated than originally thought. Efforts to have fair disclosure in occupational licensing tests must be weighed against the need to protect the public. (JGL)

ED 286 921   TM 870 556

Forster, Fred
Riding the Rasch Tiger. Part 1: Laying the Item Bank Foundation (Paul Volker Would Approve).
PUB DATE- Apr 87
NOTE- 38p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987). For parts 2 and 3, see TM 870 557-558.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Difficulty Level; Elementary Education; Item Analysis; *Item Banks; Item Sampling; *Latent Trait Theory; Mathematical Models; *Measurement Objectives; Test Items; Test Reliability; *Test Theory; Test Validity
IDENTIFIERS- *Calibration; Point Biserial Correlation; Portland Basic Skills Achievement Levels Testing; *Rasch Model

Studies carried out over a 12-year period addressed fundamental questions on the use of Rasch-based item banks. Large field tests administered in grades 3-8 of reading, mathematics, and science items, as well as standardized test results were used to explore the possible effects of many factors on item calibrations. In general, the results confirmed the practical value of Rasch-scaled items. For example, to investigate whether item calibrations were the same for different groups, reading test results from 1,400 fourth graders were calibrated separately for boys and girls, above and below average achievement levels, and inner city versus economically advantaged schools. Item calibrations for each subgroup were strongly correlated (.93-.99) with calibrations for the total group. Two other major empirical issues were the extent of test linkage to a single curriculum scale and the comparability of scores from different tests. Other questions included: (1) whether item bank calibrations can be used to scale new tests; (2) whether item measuring a different latent trait can be detected (by examining point biserial correlations and item curves); and (3) whether item calibrations are appreciably affected by test range, item discrimination, sample size, grade level, and time of year. (LPG)

ED 286 935 TM 870 581

Cashin, William E.; Clegg, Victoria L.

Are Students Ratings of Different Academic Fields Different?

PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Instruction; Evaluation Methods; Evaluation Problems; Higher Education; *Intellectual Disciplines; Rating Scales; Research Design; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Evaluation; *Validity
IDENTIFIERS- *Instructional Development Effectiveness Assessment

A large data set of student ratings of college teaching was studied to explore previous indications that student ratings are affected by the subject area of instruction. Previous research by Marsh (1984), Feldman (1978), and Cranton and Smith (1986) reported the influence of factors other than instruction. To examine the impact of subject area on ratings, data were analyzed from the IDEA (Instructional Development and Effectiveness Assessment) System Survey Form. Ratings were examined in 44 subject areas from 87,843 college classes. Phase I focused on three summary outcome items: (1) overall instruction; (2) desire to take another course from this instructor; and (3) improved attitude toward course of study. Results were generally similar to Feldman's; economics received the lowest ratings, followed by mathematics and statistics, physics, computer and information studies, and engineering. Higher ratings were reported for fine and applied arts, and nursing. Phase II manipulated the sample to control for sources of contamination; results supported Feldman's patterns. Humanities and arts received higher ratings than social sciences, which received higher ratings than mathematics and science. (Explanations are suggested and a copy of the IDEA Survey Form is appended.) (MAC)

ED 286 962 UD 025 793

Annual Statistical Report, Program Operations 1986. New York State Division for Youth.
New York State Div. for Youth, Albany.
PUB DATE- Oct 86
NOTE- 143p.; For the 1985 report, see UD 025 792.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; Crime; *Delinquency; *Delinquent Rehabilitation; Demography; Differences; Ethnicity; *Participant Characteristics; Regional Characteristics; *Residential Institutions; Residential Programs; *Youth
IDENTIFIERS- *New York

This statistical report provides a summary of the characteristics of the 2424 young people committed to residential programs of the New York State Division for Youth during 1985. It provides information on the patterns in individual and regional placement. The data are presented in such a way that comparisons can be made across years. A summary of findings and 49 tables of statistics include information on the following variables: (1) racial and ethnic group membership; (2) classification of offenses; (3) readmission rates; (4) length of stay; (5) age differences; (6) sex differences; and (7) level of placement. Among the findings are the following: (1) the number of admissions increased; (2) the age distribution remained the same as in previous years; and (3) Black youths were admitted and readmitted in larger numbers than Whites or Hispanics. (VM)

ED 286 978 UD 025 813

Cruthird, J. Robert L.

Remedial/Developmental Instructions in an Actual Classroom Situation: Interfacing Social Science, English, and Reading.

Chicago City Colleges, Ill. Kennedy-King Coll.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Dec 86

NOTE- 34p.; Earlier versions of this paper were presented at a City Colleges of Chicago Conference (April 1986) and at a Kennedy-King College Conference (August 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Attendance; *College Curriculum; *College Freshmen; Curriculum Development; Higher Education; Interdisciplinary Approach; *Learning Problems; *Program Implementation; *Remedial Instruction; Remedial Programs; *Social Sciences; Undergraduate Study

This paper emphasizes the importance of faculty attention to instructional improvement practices and curriculum development for underprepared college freshmen. Instead of downgrading course content instructors must devise college level instruction that has the following characteristics: (1) interdisciplinary content; (2) student focus; and (3) programmatic approach. Such a curriculum model was successfully integrated into a social science course for college freshmen which directly interfaced the social science subject matter with English and reading courses. The remedial/developmental model was accepted by the faculty as a means of preserving the quality of academic instruction while addressing the needs of underprepared students. The students in the course expressed an openness about their deficiencies as learners and a willingness to focus on overcoming these inadequacies. Most students made use of tutoring and the other supplemental services offered by the program. Improvements were made in achievement and in attendance. (VM)

ED 286 785 SO 018 198

The Arts Public in the South: Report #17.

National Endowment for the Arts, Washington, D.C.
REPORT NO.- ISBN-0-89062-147-0
PUB DATE- Mar 84
NOTE- 61p.; For related document, see ED 206 521-523 and ED 221 435.
AVAILABLE FROM- Publishing Center for Cultural Resources, 625 Broadway, New York, NY 10012 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art; *Art Activities; *Comparative Analysis; Cultural Activities; *Data Interpretation; Differences; *Leisure Time; Participation; Recreational Activities; *Regional Attitudes; Research Reports; Visual Arts
IDENTIFIERS- Regional Surveys; *United States (South)

Combining and integrating the results of two separate research projects concerned with leisure time participation, this report compared southern and non-southern involvement in arts-related activities. Findings indicated that, while some regional differences do exist, they are not great. The desire to increase arts-related activities is not as strong as the desire to increase less focused leisure activities, but there appears to be a strong unmet demand for increased opportunities to participate in arts-related programs, including both visual and performing arts. While southerners cite cost and accessibility as barriers to participation, non-southerners mention lack of time. Achieved educational levels and prior exposure to the arts are significantly related to arts participation rates. Singing in a chorus is the activity in which southerners are most clearly differentiated from the non-southern population in terms of greater participation and demand. Lack of talent was cited by southerners as a reason for non-participation in contrast to non-southerners' response of lack of training. Leisure pursuits of most southerners are not related to the type of work they do. While the best predictor of current levels of participation is prior participation, this factor was not confirmed with respect to the desire to increase participation in the future. Seven tables and 24 figures are included. (JHP)

ED 286 799 SO 018 433

Rodenbeck, Lois

Fort Wayne: Footsteps to the Future.

Lutheran Association for Elementary Education, Fort Wayne, IN.
PUB DATE- 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Study; Elementary Education; Instructional Materials; Learning Activities; Learning Modules; *Local History; Map Skills; *Social Studies; *State History; Units of Study
IDENTIFIERS- *Indiana (Fort Wayne)

Recognizing the importance of studying the community to develop a historical perspective in students, this lesson module tells the story of Fort Wayne, Indiana from the first Indian settlements to the present. It is written in narrative form and each segment of the story contains learning activities to reinforce and enhance it. Learning activities include: (1) using map skills; (2) designing Indian wampum belts; (3) building a replica of Fort Wayne from corrugated paper and cartons; and (4) making a diorama of the inside of a pioneer cabin. The story is illustrated with original drawings of the Fort Wayne area. The unit may be taught as a class activity or students may read the story and carry out the activities individually. Review questions and tests are included. (SM)

ED 286 844 SP 029 375

Spinks, W. L.
Rowing Physiology.
PUB DATE- Dec 86
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aerobics; *Aquatic Sports; Cardiovascular System;
*Exercise Physiology; Foreign Countries; Muscular Strength;
Physical Fitness; *Psychomotor Skills
IDENTIFIERS- *Rowing

This review of the literature discusses and examines the methods used in physiological assessment of rowers, results of such assessments, and future directions emanating from research in the physiology of rowing. The first section discusses the energy demands of rowing, including the contribution of the energy system, anaerobic metabolism, and the "alactacid" component. Methods of research addressed in the second section include work test instrumentation and work test characteristics. The third section covers measured physiological capacities, including pulmonary ventilation, ventilatory efficiency, oxygen pulse, maximum oxygen uptake, maximum heart rate, and ventilatory threshold characteristics. The fourth part discusses future research directions. A 69-citation bibliography is included. (CB)

ED 286 861 SP 029 428

Anderson, Linda M.; And Others
Classroom Task Environments and Students' Task-Related Beliefs. Research Series No. 184.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 35p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Elementary Education; *Student Attitudes; Teacher Behavior; Teacher Student Relationship; *Teaching Methods; *Teaching Styles

Students must learn to respond to the task demands imposed by their teachers, and their ability to do so is influenced by certain task related beliefs. The study described the nature of classroom task environments and their relationship to students' task-related beliefs. Students in 19 third- and fourth-grade classrooms completed questionnaires about self-competence, sense of control over outcomes, and intrinsic value of school tasks. These scores were used to identify classrooms where students held more or less desirable patterns of beliefs, and then qualitative descriptions of these classrooms were examined. Two dimensions of teachers' practices were associated with more desirable patterns of student beliefs. These were the extent to which teachers structured information about the environment to render it predictable and comprehensible and the frequency of opportunities for students to regulate their own task activity. Results are discussed in terms of the importance of beliefs about environmental contingencies as foundational to other important beliefs. Case descriptions of two teachers are presented to illustrate these results. (Author)

ED 286 893 TM 870 493

Irving Independent School District: Standardized Test Results, 1985-86.
Irving Independent School District, Tex.
PUB DATE- 18 Jun 86
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Elementary Secondary Education; Graduation Requirements; *Local Norms; *Minimum Competency Testing; School Districts; Scores; Testing Programs
IDENTIFIERS- California Achievement Tests; *Irving Independent School District TX; Texas (Dallas County); *Texas Educational Assessment of Minimum Skills

The results are presented of district-wide standardized testing in the Irving (Texas) Independent School District for the 1985-86 school year. This was the first year in which the Texas Educational Assessment of Minimum Skills (TEAMS) was implemented. It was administered to students in odd-numbered grades, whereas all other students took the California Achievement Tests (CAT), which was being administered for the last time. Performance on TEAMS for grades three, five, seven, and nine was average in comparison to surrounding area schools; results for grade one were not yet available. Since grade 11 students were required to pass an exit level to graduate, the exam was administered twice; around 97% passed. Although the CAT results were down slightly from the prior year in all areas except tenth grade mathematics, the scores were well above national norms. Tables and bar charts, which comprise about half of this document: (1) provide data on TEAMS results; (2) compare TEAMS results among the grade levels tested; and (3) compare the Irving district with other school districts. School-by-school results for CAT are also tabulated. (MGD)

ED 286 770 SO 015 984

Brown, Jeffrey L.

Global Learning Teacher Education Manual: A Model Inservice or Graduate Course for Elementary and Secondary Teachers.

Global Learning, Inc., Montclair, NJ.

SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.; Longview Foundation for Education in World Affairs and International Understanding, Accokeek, Md.

PUB DATE- 84

NOTE- 208p.; Portions contain small marginally legible print. Best copy available.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Education Courses; Elementary School Teachers; Elementary Secondary Education; *Global Approach; *Graduate Study; Higher Education; *Inservice Teacher Education; Professional Continuing Education; Professional Training; *Program Guides; Secondary School Teachers; Social Studies; *Summer Programs; Teacher Education; Teacher Education Programs

IDENTIFIERS- *Global Studies

Five dimensions of a global perspective provide a broad framework around which a summer institute for teachers on the subject of global education was designed. The dimensions, which were selected to help transcend traditional political interpretations, include: (1) perspective consciousness; (2) state of the planet awareness; (3) cross-cultural awareness; (4) knowledge of global dynamics; and (5) awareness of human choices. An outline of the course is provided in the form of a course proposal featuring the course description, objectives, proposed teaching methods, basic requirements, and evaluation procedures and including lists of texts, supplementary readings, audiovisual materials, and organizational sources of information. Perspectives and perceptions, global security, economic and human development, and the environment comprise the four suggested study units, and a section is included which contains sample daily classroom activities. Specific monographs, films, simulations, discussion questions, and learning exercises, along with 31 worksheets which can be used in conjunction with selected activities, are included. Journal articles and documents, both supporting and illustrating the need for global education, are appended. (JHP)

ED 286 948 UD 025 629

Gallagher, Karen, S.

The Chapter ONe Program in Community High School District #218: A Third Party Evaluation.

PUB DATE- 22 Aug 85

NOTE- 86p.; Appendix C has broken dot matrix print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Delivery Systems; Educationally Disadvantaged; English Instruction; *Federal Programs; High Schools; Instructional Improvement; Mathematics Instruction; *Program Effectiveness; *Remedial Instruction; Special Education

IDENTIFIERS- *Cincinnati Public Schools OH; Education Consolidation Improvement Act Chapter 1

This report evaluates the Chapter 1 Program in Community High School District #218 in Cincinnati, Ohio. It covers the following four areas: description of the program, comparison between sites, program conformity with stated goals, and assessment of impact on students. The evaluators found much variation between sites. The mathematics program is more successful in achieving program goals than the English program, as indicated by the finding that mathematics achievement test scores are higher for each grade level than English gain scores. The most important reason for this discrepancy is that time spent on instruction in mathematics classes (68%) is much higher than that spent in English classes (36%). Other influential factors are attendance, variations from site to site, and the fact that mathematics course objectives are correlated more closely with program objectives. Chapter 1 teachers were found to have accepted mastery learning as an effective instructional strategy. Recommendations include the following: (1) align the English curriculum more closely with the Chapter 1 program goals and objectives; (2) increase the amount of instructional supervision in the classrooms; (3) improve communication between the building level staff who place Chapter 1 students and the Chapter 1 staff; and (4) to improve time-on-task percentages, conduct monthly observations, with anecdotal records kept on specific teacher and student behaviors that are interfering with effective instruction. Appendices include a list of documents used in the study, sample survey forms, and the program evaluation proposal. (KH)

ED 286 879 SP 029 456

Dennison, Donna
Grants for Teachers: A Way to Finance Innovative Ideas.
PUB DATE- 31 Jul 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Innovation; Educational Research; Elementary Secondary Education; *Grantsmanship; *Proposal Writing; *Teacher Participation

Teachers willing to research available funding sources and prepare a detailed and comprehensive grant proposal may find themselves on the threshold of many successful grantsmanship adventures. Obtaining grant moneys can mean implementation of innovative ideas that normal budgeting can not provide for. Information is presented regarding: (1) the availability of grants for teachers; (2) the grant proposal process; (3) a sample grant proposal; and (4) resources for teachers wishing to apply for grants. (CB)

ED 286 963 UD 025 794

Burgess, Robert G.
Sociology, Education and Schools: An Introduction to the Sociology of Education.
REPORT NO.- ISBN-0-89397-238-X
PUB DATE- 86
NOTE- 273p.
AVAILABLE FROM- Nichols Publishing Co., 155 West 72nd Street, New York, NY 10023.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Class Organization; *Educational Research; Equal Education; *Foreign Countries; Social Mobility; *Social Science Research; Socioeconomic Status; *Sociology; Teacher Characteristics; Teacher Role; *Teaching (Occupation)
IDENTIFIERS- *Great Britain; Sociology of Occupations; Teacher Needs

This text provides a selective review of major topics in the sociology of education with special attention given to key issues and questions that sociologists have examined when studying education and schools. It is an introduction, not a comprehensive guide, to work that has been conducted mainly in Britain. The focus is on empirical material, and considerable space is given to an examination of statistical data and case studies to see what light they shed on the contribution that sociologists can make to the study of education. The text covers the following topics: (1) sociological perspectives and the study of education; (2) education, the economy, work, and unemployment; (3) educational opportunity and patterns of social mobility; (4) patterns of inequality: social class and education; (5) patterns of inequality: gender, race, and education; (6) the social characteristics of teachers in contemporary society; (7) the social organization of schools; (8) life in classrooms; (9) the school curriculum; (10) sociological enquiry and educational studies. An index and an extensive list of references are included. (PS)

ED 286 800 SO 018 437

McClain, Janet; And Others
Elections: An Instructional Unit for Elementary Grades.
University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.
PUB DATE- 84
NOTE- 120p.; For related document, see SO 018 456.
AVAILABLE FROM- Unit III Products, Price Laboratory School, Univ. of Northern Iowa, Cedar Falls, IA 50613 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; Citizen Role; *Citizenship Education; Class Activities; Cultural Awareness; *Elections; Elementary Education; Instructional Materials; Intermediate Grades; Learning Activities; Legislators; *Political Campaigns; Political Candidates; Presidential Campaigns (United States); Presidents of the United States; Primary Education; Resource Units; Simulation; *Social Studies; Voting

In order to increase students' awareness of their place in the nation's political life, this unit introduces young children to the electoral process. Each lesson includes objectives, materials, procedures, and supplementary materials that can be duplicated for student use. The first five lessons are designed to improve student awareness of elections and to identify information sources. In lessons six through eight, students study congressional and presidential elections and learn about the rich cultural heritage centered around the District of Columbia. Lesson nine is concerned with the branches of government. Students evaluate campaign strategies in lesson 10. The children identify characteristics and responsibilities of good leaders in lesson 11. In order to understand voting and political parties, the students carry out a mock election and identify political parties and their mascots in lessons 12 and 13. Inauguration day and the six major roles of the president are emphasized in lessons 14 and 15. Students study the history of the presidency and identify prominent presidents through creation of a presidential train in lessons 16 and 17. In lesson 18 the students gain an appreciation of their national heritage by learning the symbolism related to the flag. The last four lessons have children participate in a political rally, vote, and evaluate their understanding of the unit. (SM)

ED 286 814 SO 018 505

Atwood, Virginia A.; Finkelstein, Judith M.
Social Studies in Kindergartens: A Status Report.
PUB DATE- 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Early Childhood Education; Interdisciplinary Approach; *Kindergarten; Kindergarten Children; Preschool Teachers; Social Adjustment; Social Attitudes; Social Development; *Social Studies; Teacher Attitudes
IDENTIFIERS- *Iowa; *Kentucky

Kindergarten teachers do not view social studies as an important part of the preschool curriculum. This was the finding of a survey of kindergarten teachers in two midwestern states. The questionnaires used in the survey were designed to determine the emphasis teachers placed on specific social studies topics, skills, and values. Teachers indicated they spent an average of 22.6 minutes each day on social studies. Sixty-six percent of the teachers integrate social studies into other teaching areas. The data indicated that as teachers gain experience, they tend to place less emphasis on teaching social studies. It is clear that the priority placed on other curricular areas is affecting the amount of time spent on teaching social studies and may affect the availability of instructional materials. Teacher-made units structure learning activities. Materials and resources most often used are picture study, the school library, role play, puppetry, and learning centers. There is more agreement among teachers on the importance of specific affective topics than on which skills or content should be taught. Well defined state guidelines, parental sanctions, and appropriate materials would serve to improve the position of social studies in the curriculum. Teachers must agree on what content, concepts, attitudes, and skills should be taught and make a commitment of time to teach them. (SM)

Cohn, Marilyn M.; And Others
Teachers' Perspectives on the Problems of Their Profession: Implications for Policymakers and Practitioners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 67p.
CONTRACT- ERI-P-86-3090
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Policy; Elementary Secondary Education; Parent Attitudes; Professional Autonomy; *Public School Teachers; Student Attitudes; *Teacher Attitudes; *Teacher Effectiveness; Teacher Recruitment; Teacher Role; Teacher Salaries; Teacher Selection; *Teaching Conditions
IDENTIFIERS- Dade County Public Schools FL

This paper discusses the problems of the teaching profession from the perspective of the classroom teacher, and attempts to develop a set of policy recommendations related to improving teaching conditions and teacher effectiveness. Information collection focused on data obtained from in-depth interviews conducted with 73 elementary and secondary school teachers in the Dade County (Florida) Public Schools. Among discouraging factors that affected teachers were: (1) changing student and parent attitudes and values toward education; (2) changing nature of the teacher's role; (3) loss of control in curriculum and evaluation; (4) changing status of the profession; and (5) teacher salaries. Data indicated that improvement of such situational factors as physical teaching conditions and quality of administrative leadership could increase job satisfaction. Recommendations for change are presented regarding teacher recruitment, selection, retention, and further research. (CB)

ED 286 845 SP 029 380

Nollen, Sheila
Select Guide to Sources of Health Information.
PUB DATE- Jun 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Databases; Dictionaries; Drug Education; Educational Resources; Health Education; *Health Materials; *Information Sources

This bibliography directs users to a multitude of different sources of health information. The first section lists and describes 30 indexes and compilations of abstracts concerned with or containing health information. Section II describes 29 health guides and handbooks. Twelve drug information handbooks are described in the third section, and 9 dictionaries are described in Section IV. Section V contains citations of 16 statistical sources. Section VI lists 25 directories of information about such topics as the following: (1) schools and educational programs; (2) hospitals, services, and clinics; (3) health-oriented organizations; (4) products; and (5) health care plans. Two biographical sources are described in the seventh section. Nine bibliographies are cited in Section VIII. Both general and specialized databases, 29 in all, are described in the ninth section. Concise annotations are included with each entry. A subject index to the citations is provided. (CB)

ED 286 862 SP 029 429

Leonard, Patricia Y.; And Others
Educators 2000: A Joint Effort To Recruit Minorities into Teacher Education.
PUB DATE- 87
NOTE- 34p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; Career Education; *Educational Cooperation; Higher Education; *Minority Group Teachers; *School Districts; *Schools of Education; Secondary Education; *Teacher Recruitment
IDENTIFIERS- *Educators 2000 Project; Louisiana

A review of national trends shows that American schools will face serious teacher shortages beginning in the late 1980s and extending through the turn of the century. The Educators 2000 Project is a cooperative effort among several Louisiana Universities, the Urban League, and the Orleans Parish Public Schools (Louisiana) that focuses on the recruitment of students into education careers. Minority teacher recruitment is a particular concern of the project, which has targeted inner-city, minority youngsters with an interest in teaching or other education careers. Educators 2000 seeks to attract potential teachers by making teaching an attractive and viable career option. It also provides early and continuous reinforcement to students interested in an education career through the establishment of Educators 2000 clubs at schools, with sponsorship by a local college or university. College students are eligible to participate in Educators 2000 projects that encourage involvement, learning, and commitment to education professions. (CB)

ED 286 894 TM 870 502

Myerberg, N. James
The Annual Report of California Achievement Tests Results, 1985-86.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Dec 86
NOTE- 282p.; For prior reports, see ED 233 080 and ED 256 815.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; County School Districts; Educational Trends; Elementary Secondary Education; Ethnic Groups; *Local Norms; Mathematics Achievement; Racial Differences; Reading Achievement; *Scores; Sex Differences; *Testing Programs; Trend Analysis
IDENTIFIERS- *California Achievement Tests; *Montgomery County Public Schools MD

Results are presented of the 1985-1986 administration of the California Achievement Tests (CAT) in the Montgomery County (Maryland) Public Schools. Each fall, the battery is given to grades three, five, and eight under a state mandate, and to grade eleven under a local mandate. Overall student performance improved slightly in 1985 from the already very high scores of previous years; 83% of scores were either at or above the national norm. Average county scores would probably have been higher if a strong "ceiling effect" did not exist in some CAT subtests. Students remaining in the county for several years tended to score higher than those in the county for under three years. Most Hispanic and Black students scored higher than their counterparts nationally. Asian and White students scored about the same. Females scored slightly higher on the total test in all grades except five, where scores were the same. School results are presented as averages over 6 years for tests and subtests, battery interquartile ranges, longitudinal and nonlongitudinal trends, and attendance statistics. Two appendices contain detailed summary data and a glossary of testing terms. (RR)

ED 286 908 TM 870 540

Gates, William A.; Witt, Barbara
Creating a Database for Demographic Research: A Case Study.
SPONS. AGENCY- Wisconsin Univ., Madison. Center for Demography and Ecology.
REPORT NO.- CDE-WP-86-30
PUB DATE- 86
NOTE- 14p.
GRANT- HD-05876
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Census Figures; Database Management Systems; *Databases; *Demography; Extended Family; *Family (Sociological Unit); *Family Characteristics; Family Relationship; Family Structure; Marital Status; National Surveys; *Residential Patterns; *Search Strategies; User Needs (Information)
IDENTIFIERS- *Census 1980

The PUS801000 (Public Use Samples) database was created as a subsample of the Census Bureau's 1980 Public Use Microdata Sample (PUMS) for the purpose of meeting the needs of demographics research. PUMS needed to be reorganized along relational lines by identifying the variables most widely used by researchers and constructing proper relations containing these variables. PUMS contains 11 million records for individuals and 4 million records for households; in its original format, each household record is followed by the "person" records for that household. The PUS801000 database is a reduction of PUMS database to construct a 1/1,000 sample of U.S. households (94,201 households; 226,458 persons), in which each household is coded uniquely (by state/number) and each person in the household receives a meaningful number code. (All variables are integer format except for H=Household and P=Person.) Questions that could not be addressed by the basic relational operations of traditional projection and restriction, and the problem of record concatenation can be addressed by the QUEL programming language. Programming steps are described for creating married couples as a unit of analysis. This involves the complex process of identifying primary family couples and subfamily couples in households. A portion of the user directory table illustrates some of the variable fields selected and the storage saving achieved by coding "person" relations. (LPG)

ED 286 922 TM 870 557

Ingebo, George S.
Riding the Rasch Tiger. Part 2: Implications for District Testing Programs (Where the Rubber Meets the Road).
PUB DATE- Apr 87
NOTE- 44p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987). For parts 1 and 3, see TM 870 556 and TM 870 558.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Achievement Rating; Achievement Tests; Basic Skills; Difficulty Level; Elementary Secondary Education; *Item Analysis; *Item Banks; *Latent Trait Theory; Local Norms; Mathematical Models; Measurement Objectives; Measurement Techniques; School Districts; Tables (Data); Test Construction; Testing Problems; Test Items
IDENTIFIERS- *Calibration; Curriculum Related Testing; Equal Interval Scoring; Northwest Evaluation Association; Portland Basic Skills Achievement Levels Testing; *Rasch Model

Greater knowledge about the practical application of Rasch technology can help in avoiding misapplications and confusions in testing programs. Equal interval curriculum-based scaling makes possible the following improvements in measuring basic skills achievement by enabling testing programs to: (1) individualize the difficulty level of group-administered tests; (2) modify tests longitudinally; (3) provide high-level test security; (4) add locally developed items; (5) use equal interval measures to assess progress and develop local norms; (6) make comparisons using standardized differences; (7) construct score conversion tables; (8) provide district testing information; (9) facilitate program evaluation; and (10) provide a defensible basis for cross-grade groupings of students with comparable basic skills achievement. Appendix 1 presents longitudinal calibration analyses tables examining interitem calibration relationships across grades. Appendix 2 is a guide for making achievement comparisons, in the format of a series of questions, each followed by one or more explanations of how the data can answer that question. Comparisons using Rasch units (RITs), Portland (Oregon) standard scores (P-scores), RIT growth indices, RIT rate indices, and RIT composite scores are considered. The final section of this guide offers a procedure for reporting test results to different user groups. (LPG)

ED 286 936 TM 870 585

Livingston, Samuel A.
The Effects of Time Limits on the Quality of Student-Written Essays. Revised.
PUB DATE- 5 May 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Difficulty Level; *Essay Tests; Higher Education; High Schools; Holistic Evaluation; *Minimum Competency Testing; *Prewriting; Student Placement; Test Items; *Test Length; *Timed Tests; *Writing Evaluation; Writing Skills
IDENTIFIERS- New Jersey College Basic Skills Placement Test
The effect of increased writing or planning time on a test of basic college level writing ability was studied. The essay portion of the New Jersey College Basic Skills Placement Test was given to students in nine New Jersey public colleges and three New Jersey public high schools. Each student wrote two essays on two different topics. The first essay allowed 20 minutes writing time. The other allowed either 30 minutes writing time, or 10 minutes planning time plus 20 minutes writing time. There were eight groups altogether, differing on ability, order of topic-writing, and order of longer time allowed. All essays were read by two independent readers and evaluated holistically on a six-point scale. The increased time limit produced very little increase in the students' essay scores, except at high ability levels (i.e., for those students who clearly would not need remedial writing instruction). Adding a 10-minute planning period before the 20-minute writing period tended to increase the scores of the high-ability students and also of the low-ability students who had recently written a 20 minute essay on a similar topic. The largest effect was associated with a difference in difficulty between the two topics used. (Author/JGL)

ED 286 979 UD 025 814

Banks, Ivan
Revisiting James Crow: A Re-Look at Separate but Equal.
PUB DATE- Feb 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Black Students; Court Litigation; *Educational Discrimination; Educational Policy; Elementary Secondary Education; *Equal Education; *Instructional Improvement; Minority Groups; *Public Education; School Desegregation; *School Effectiveness; Social Mobility

Numerous scholars, historians, and social scientists believe that the most significant decision made by the United States Supreme Court was handed down in the case of "Brown v. the Topeka Kansas Board of Education" (1954). In this case the court declared the legal principle of separate but equal as unconstitutional in public education. This paper traces the principle of separate but equal as it relates to public schooling for black children in the years following the 1954 decision. During these years desegregation has not shown itself to be a reliable vehicle for upward mobility for a vast majority of blacks. Any continued emphasis on racial balance instead of school programs will distract efforts that could more appropriately be aimed at the real problems. Black children will achieve in any school when they receive quality instruction delivered by competent teachers who hold high expectations for their performance. This is not so much an argument against desegregation as it is a call for the promotion of better education for minority youth. (VM)

ED 286 786 SO 018 204

Conditions and Needs of the Professional American Theatre. Report No. 11.

National Endowment for the Arts, Washington, DC. Research Div.

REPORT NO.- ISBN-0-89062-076-8
PUB DATE- May 81
NOTE- 136p.
AVAILABLE FROM- Publishing Center for Cultural Resources, 625 Broadway, New York, NY 10012 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employment Patterns; Financial Needs; Financial Support; *Needs; *Professional Personnel; Research Reports; *Theater Arts; Theaters
IDENTIFIERS- Activity Analysis; *Theater Research; *United States

Theater activity, finances, and employment are examined in a report which summarizes research findings and recommendations originally included in a two-part study entitled, "The Conditions and Needs of the Live Professional Theatre in America." Findings indicated that a substantial increase in federal funds is required to insure the future stability of professional theater in the United States. Theater activity has increased regionally, because of the growth of nonprofit regional theaters and the emergence of truck and bus touring operations. Almost all of the current nonprofit theaters have been founded in the last 20 years, resulting in significant changes in U.S. theater. Theater audiences are better educated and more affluent than the general population. That the economic effects of theatre production are substantial is supported by statistics indicating an almost 300 million dollar contribution to the national economy. While total actor employment has increased, it has not done so as quickly as union membership has grown, and most actors receive low salaries. The study concluded that in the future the theater may have to further control costs and raise revenues, become more dependent on contributions, or decrease its level of activity due to financial constraints. Figures and tables are included. (JHP)

Maher, Frances; Dunn, Kathleen

The Practice of Feminist Teaching: A Case Study of Interactions among Curriculum, Pedagogy, and Female Cognitive Development. Working Paper No. 144.

Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 69p.
AVAILABLE FROM- Wellesley College, Center for Research on Women, Wellesley, MA 02181 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cognitive Development; College Students; *Comparative Analysis; *Course Content; *Education Courses; Higher Education; Liberal Arts; Self Concept; *Student Attitudes; Student Characteristics; Teaching Methods; *Womens Education

A study sought to analyze the relationships among the content and pedagogy of introductory education courses at two women's colleges, and the students' self-awareness, views of knowledge, and sense of themselves as women. One of the courses, "Schooling in America," was offered by a liberal arts college concerned with equal career opportunities for women, while the course, "Schools in an Era of Change," was offered by a college that focused on preparing women for careers within the context of a liberal education. A case study method, including interviews, observations, and document analysis, was used to examine the three-way interaction among course content, course pedagogy, and student cognitive level. Results and comparisons of results between the two courses are discussed in terms of several stages of cognitive processing: (1) male and conpensatory scholarship, dualism, and the lecture-discussion mode; (2) bifocal scholarship, multiplism, and the discussion mode; and (3) multifocal scholarship, contextualism, and the inductive/interactive mode. (CB)

ED 286 771 SO 016 796

Larson, Susan Booth

Teaching Citizenship through Children's Literature.

Oregon Law-Related Education Project, Portland.
PUB DATE- 85
NOTE- 119p.; Illustrations are printed on colored paper.
AVAILABLE FROM- Oregon Law-Related Education Project, 229 SE 102nd Ave., Portland, OR 97216.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Citizen Participation; Citizenship; *Citizenship Education; Educational Resources; Elementary Education; Instructional Materials; *Law Related Education; Reading Materials; Social Studies; *Teaching Methods

Children's literature is a rich source of information for teachers to use in helping elementary school students learn to become knowledgeable and active citizens. Seventy-four children's books are described in terms of their citizenship or law-related content. Lesson ideas and, in some cases, complete lesson plans are offered that creatively focus on the citizenship building potential of each book, and a variety of motivational teaching methods is suggested. The citizenship concepts of authority, justice, responsibility, privacy, property, participation, diversity, and freedom are highlighted; and a table of contents, organized into three grade level groupings (kindergarten through grade 8) and presented in the form of a grid, indicates which concepts appear in each of the 74 selected books. A second table of contents similarly organized shows which of 35 subject areas are covered by the books. A citation, citizenship concepts, subject areas, grade and reading levels, and a synopsis of the story are presented for each book. Specific lesson ideas include use of discussions, films, role playing, and literature reviews. Three cartoon strip illustrations are included. (JHP)

ED 286 949 UD 025 767

Gary, Lee P.

An Analysis of the Non-Promotion of Regular Students Enrolled in Elementary Public Education in Louisiana during the 1983-84 to 1985-86 School Sessions.

PUB DATE- 1 Apr 87
NOTE- 44p.; For related document, see UD 025 768.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; *Blacks; Educational Assessment; Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *High Risk Persons; *Males; *Student Promotion; Urban Education
IDENTIFIERS- *Louisiana

For the 3 school years beginning in 1983 and ending in 1986 an average of 57,000 students in grades 1 through 8 of the public schools of Louisiana was not promoted annually to the next grade. The annual rate of failure ranged between 11.37 and 12.24 percent of the student enrollment. This study, which provides a look at the nature and scope of non-promotions, reveals the following information: (1) two-thirds of the students who failed were males and three-fifths were non-whites; (2) the highest percentage of non-promotions occurred annually in grades one, seven, and eight; and (3) the failure of black males in the first grade was 1.5 times greater than the average of all students and twice that for whites. Although black males make up only 21.7% of enrollment, their failure rate was 34.2%. If public elementary education in Louisiana is to fulfill its responsibility to prepare students for secondary education and for adulthood, it must follow these corrective actions: (1) institute mandatory full-day kindergarten and half-day prekindergarten; (2) recruit male elementary teachers who will be role models for male students in the early years of schooling; and (3) adopt a rigorous testing program coupled with meaningful standards of readiness for promotion. Nineteen tables of data conclude this report. (VM)

ED 286 964 UD 025 795

Willie, Charles Vert
Effective Education: A Minority Policy Perspective. Contributions to the Study of Education, Number 20.
REPORT NO.- ISBN-0-313-25414-1
PUB DATE- 87
NOTE- 140p.
AVAILABLE FROM- Greenwood Press, Inc., 88 Post Road West, Westport, CT 06881.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Standards; Cultural Differences; Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Equal Education; Institutional Mission; Intergroup Relations; Minimum Competencies; *Minority Groups; Nontraditional Education; Political Issues; School Desegregation; *School Effectiveness; Teacher Role; Urban Education
IDENTIFIERS- Cultural Values; *Excellence in Education

This book analyzes the ways in which majority and minority interests interact in the educational system. It begins with an examination of the excellence movement in American education, and then discusses an alternative approach through which, by emphasizing adequacy rather than insisting on excellence as an institutional requirement, minority groups can be included in the educational process. The discussion is divided into the following five sections: (1) an outline of the concepts, goals, and policies of effective educational environments; (2) a discussion of alternative routes to excellence and the relative effects race, gender, and socioeconomic status can have on educational reform; (3) examples of effective schooling; (4) an examination of teaching and learning strategies for diversified groups of students; and (5) a discussion of future trends in black colleges, and in desegregated elementary and secondary education. Each chapter is followed by a list of references and the book contains an index. (PS)

ED 286 980   UD 025 815

Phelan, William T.

Evaluator's Report on the Lowell Achievement Program 1986-1987.

Lowell Univ., Mass.
PUB DATE- Aug 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attendance; *Dropout Prevention; *Dropout Programs; *High Risk Students; Junior High Schools; Motivation; Remedial Instruction; Self Determination; Student Attitudes; Urban Education
IDENTIFIERS- Massachusetts (Lowell)

This report assesses the first year of a school achievement program in Lowell, Massachusetts (Lowell Achievement Program, LAP). The program targeted seventh and eighth grade students who were at risk for dropping out of school. The main goals of the program were to identify these students and to stimulate them to participate in their own learning process so that they would have a better chance to realize their potential. This was to be accomplished by offering remedial instruction, establishing a drop-in center, and providing Saturday and weekend experiences for the students. These students were compared to a control group of students who were not in the program. The findings of the evaluation were the following: (1) students who completed the program were more likely to be minorities than control group students; (2) absenteeism decreased among program students; (3) student attitudes and the number of suspensions among program students showed no difference; and (4) reading scores were improved by the program. More program development and outreach by the staff are recommended. Appendices include questionnaires and interview forms for students and LAP teachers, and the Wisconsin Youth Survey. (VM)

ED 286 829 SP 029 278

Hofer, Manfred
How Young People Interpret Teachers' Sanctions.
PUB DATE- Apr 87
NOTE- 83p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attribution Theory; Discipline; *Sanctions; Secondary Education; Secondary School Students; *Student Attitudes; *Teacher Behavior; *Teacher Student Relationship

Results of four experiments concerning the way young people interpret an intended or expressed sanction (praise or blame) from a teacher are presented. The intention of the four studies was to expose the flaws in Meyer's 1984 attempted explanations of such interpretation, in which sanctions are paradoxically received by the student as an evaluation of his or her talent versus effort (e.g., the student feels that greater praise goes to the less talented person for expending the greater effort). The experiments involved four groups of West German students (N=180; N=86; N=225; N=177) between the ages of 13 and 19 who interpreted teacher/student interactions on a series of questionnaires. The research was designed to test an alternative attempted explanation, and to find out in which areas paradoxical conclusions emerge. This paper discusses results in terms of the alternative explanation, the expectation/discrepancy hypothesis. (CB)

ED 286 846 SP 029 381

Pemberton, Cynthia; And Others

Sport Participants' Achievement Goal Orientations and Projected Reasons for Discontinuing Sport Participation.

PUB DATE- 17 Apr 87

NOTE- 12p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Achievement Need; Adolescents; *Athletes; Cognitive Ability; Dropouts; *Goal Orientation; *Motivation; *Participant Satisfaction; Secondary Education

This study sought to determine the multivariate relationship between sport participants' achievement goal orientations and projected reasons for dropping out of sport. Four hundred and sixty athletes, aged 13-18, who attended the University of Illinois Sport Camps completed the Achievement Orientation Questionnaire and a series of 14 questions related to reasons for dropping out of sport. Five achievement goal orientation scores (social approval, sport mastery, sport venture, cognitive ability, and sport competence) were calculated for each subject and used as predictor variables; the reasons for dropping out were used as criterion variables. The five achievement goal orientations were found to be significant predictors for three of the hypothetical reasons for discontinuing sport participation. Results suggest that, for students who value sport mastery, motivation to achieve is essential for continuing sport participation. Future research with the Achievement Orientation Questionnaire should include other approaches, such as longitudinal studies. (CB)

ED 286 863 SP 029 430

Gold, Milton J.; Pepin, Bernadette
Passing the Torch: Retired Teachers as Mentors for New Teachers.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
REPORT NO.- CASE-05-87
PUB DATE- 87
NOTE- 54p.; Document contains photographs that may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Mentors; Program Effectiveness; *Teacher Orientation; *Teacher Retirement
IDENTIFIERS- *Beginning Teacher Induction; New York City Board of Education

Using retired teachers as mentors for beginning teachers in New York City has made real differences in the lives of the new teachers, their mentors, the students, and the supervisors in approximately 100 schools. In these schools more than 100 mentors have worked with 500 teachers over a three-year period. The New York City Mentor/New Teacher Program is described beginning with the introduction of the program to district supervisors and the establishment of agreement on the nature of mentorship. Discussed are recruitment and selection of mentors, mentor training, assignment to and reception of mentors in schools, mentors at work, relationships with teacher supervisors, field supervision, reporting of services provided, and the cost of the program. The program is evaluated in terms of attendance and attrition of new teachers, responses of mentored and non-mentored new teachers, and responses of the mentors. Specific examples from case studies are provided. A table of teacher responses to mentor activities is included, and several forms and workplans used in the program are appended. (MT)

ED 286 937 TM 870 590

Nolen, Susan Bobbitt

The Hows and Whys of Studying: The Relationship of Goals to Strategies.

PUB DATE- Apr 87

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Document contains small print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Age Differences; *Cognitive Processes; *Goal Orientation; Higher Education; Learning Motivation; *Learning Strategies; Science Instruction; Secondary Education; *Student Motivation; *Study Habits

IDENTIFIERS- *Task Orientation

A correlational study of 62 8th grade, 60 11th grade, and 58 college students investigated developmental differences in learning goals, study strategy beliefs and their inter-relationship for science classes. Questionnaires measured levels of task orientation, ego orientation, and work avoidance, as well as belief in the utility of two types of strategies: those requiring deep processing of information, and those requiring only surface-level processing. Of the three goal orientations, only task orientation was significantly positively correlated with belief in the value of deep-processing strategies; this was the case at all three age levels. Valuing of the two strategy types was positively correlated for younger, but not college students, who appeared to more clearly differentiate the two strategy types on the basis of utility for learning than did the younger groups. The results supported the hypotheses that students' personal goals for learning influence which strategies they use in studying. The nature of this influence appeared to depend in part on students' belief in or knowledge of the effectiveness of different strategy types. It is suggested that fostering interest in learning as an end in itself will prove to be more effective in teaching students effective tools of learning than emphasis on competition or grades. (Author/KA)

ED 286 787 SO 018 214

Mills, Linda L.
What Do You Know About Your Own Personal History?
PUB DATE- 1 Nov 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Community Study; Elementary Education; *Family History; Folk Culture; *Genealogy; Instructional Materials; Learning Activities; Learning Modules; *Local History; Oral History; *Social Studies; Units of Study

This unit was developed to help students gain a sense of personal identity by examining their heritage. This is accomplished through a study of their genealogical beginnings, their county, and their ancestors' way of life. Part I of the unit engages students in activities investigating their background such as writing an autobiography, interviewing adult relatives, studying local folklore, and creating an ancestors gallery. Part II of the unit involves students in a study of their county. Ripley County, Indiana is the focus of this unit, but the activities could be easily transferred to any other county. Activities include drawing a county map, detailing the origins of the county, and studying the early families and their religions. Part III of the unit is a study of pioneer life. Topics studied are: homes, transportation, education, food, crafts, medicine, towns, clothing, and holidays. (SM)

ED 286 801 SO 018 452

Separation of Powers.
Constitutional Rights Foundation, Los Angeles, Calif.

PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; *Civil Rights; *Constitutional History; Constitutional Law; Secondary Education; Social Studies; United States Government (Course); *United States History; World History
IDENTIFIERS- *Bill of Rights; Louis XIV; Montesquieu (Charles Louis de Secondat); Separation of Powers; *United States Constitution

The dimensions of the separation of powers principle are explored through three lessons in the subject areas of U.S. history, U.S. government, and world history. In 1748, a French nobleman, Baron de Montesquieu, wrote a book called "The Spirit of the Laws," in which he argued that there could be no liberty when all government power was held by one person or even one group of rulers. Montesquieu described a political system that separated power into three branches of government. He believed that a government based on the "separation of powers" plan would ensure liberty by preventing the establishment of an absolute ruler like Louis XIV. The impact of absolute rule is illuminated through a short discussion of the French Huguenots' oppression during the reign of Louis XIV. The principle of separation of powers is depicted through a discussion of the Radical Republicans in Congress and the impeachment proceedings against President Andrew Johnson. The last lesson focuses on the separation of powers in the U.S. government by reviewing the power to declare war. Even though Congress has declared war five times, U.S. soldiers have been sent into combat situations over 100 times by the President acting as commander-in-chief of the military. Each lesson is accompanied by an activity such as a debate or an historical trial. (SM)

Rebhorn, Marlette

Hollywood Films as a Teaching Tool.

PUB DATE- 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Film Criticism; *Films; Higher Education; History Instruction; Instructional Innovation; *Research Skills; Secondary Education; *Social Studies; *Teaching Methods; *United States History; Units of Study; *Writing Skills

This project seeks to bring an immediacy and interest to historical events through the use of Hollywood feature films. Some of the films used to promote interest in history are "Inherit the Wind," "All the President's Men," "The Birth of a Nation," and "Reds." Films used in the class should be available on videocassettes because they are less expensive to buy or rent than the reel-to-reel format. The instructor may show short scenes from several films, to allow students to choose one film to view at their leisure. After viewing the film, the student reads a teacher-prepared essay on the film, critiques the content, and suggests parallels with other historical events. From a list provided by the instructor, the student selects a report topic. Papers may be rewritten until two weeks before the end of the semester, as the student continually refines research and writing skills. The project may be adapted for use in other subjects. (SM)

ED 286 881 SP 029 488

Brophy, Jere; Rohrkemper, Mary
Teachers' Strategies for Coping with Hostile-Aggressive Students. R.S. 185.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 87
NOTE- 96p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; *Classroom Techniques; *Discipline Problems; Elementary Education; Teacher Behavior; Teacher Effectiveness; *Teacher Response

Experienced elementary (K-6) teachers nominated by their principals as either outstanding or average at dealing with problem students described their general strategies for coping with hostile-aggressive students and told how they would handle incidents depicted in two vignettes portraying aggression at school. Transcripts of these responses were coded and analyzed for general trends and group differences. The higher rated teachers were more confident of their abilities to improve the behavior of aggressive students, and they gave more organized and detailed descriptions of their strategies for doing so. Their responses combined firmness in putting a stop to aggression and requiring aggressive students to assume responsibility for their behavior and its consequences with attempts to resocialize these students' attitudes and beliefs or to instruct them in better ways of coping with frustration and conflict. (Author)

Madhere, Serge
Evaluation Technique and Program Efficiency Measures: Statistical Derivations for the Regression Discontinuity Design.
PUB DATE- Mar 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- Compensatory Education; *Cutting Scores; Effect Size; Elementary Education; Evaluation Criteria; *Evaluation Methods; *Evaluation Utilization; Mathematical Models; Predictive Measurement; Pretests Posttests; *Program Effectiveness; Program Evaluation; *Quasiexperimental Design; Regression (Statistics); Remedial Programs; Statistical Inference; Statistical Studies
IDENTIFIERS- Confidence Intervals (Statistics); *Efficiency Index; *Regression Discontinuity Model

One of the most appropriate quasiexperimental approaches to compensatory education is the regression-discontinuity design. However, it remains underutilized, in part because of the need to clarify the link between the mathematical model and administrative decision-making. This paper explains the derivation of a program efficiency index congruent with the regression-discontinuity design. The efficiency index is based on a confidence interval calculated for expected mean posttest performance. If the observed posttest mean corresponds exactly to the upper limit of the confidence interval, the efficiency index is +1 (optimal efficiency). If the observed posttest mean falls at the lower confidence boundary, the index value is zero (minimal efficiency). Data from a remedial mathematics program (grades 2, 3, 7, and 8) illustrate the possibilities for: (1) net growth (index above 1); (2) breakdown (index below 0); and (3) gradations of maintenance (index between 0 and 1). As conceived, the efficiency index is comparable to eta-square, the correlation ratio. Thus, its analytic context differs from that of the effect size coefficient commonly associated with classical control group design. A model is presented showing how variations in the size of the efficiency index may lead to different decision making options. (Author/LPG)

ED 286 909 TM 870 541

Williams, David D.; And Others

Evaluating the Use and Effectiveness of Learner Controlled, Interactive Videodisc.

PUB DATE- Oct 83
NOTE- 27p.; Paper presented at the Joint Meeting of the Evaluation Research Society and the Evaluation Network (Chicago, IL, October, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Instruction; Autoinstructional Aids; Data Collection; Evaluation Needs; Formative Evaluation; Higher Education; High Schools; *Interactive Video; Listening Comprehension Tests; Programed Instruction; *Program Evaluation; *Second Language Programs; *Spanish; Summative Evaluation; *Videodisks

The potential use of interactive videodiscs for teaching foreign languages, and factors to be considered in evaluating such programs, are discussed. Two types of existing programs, developed and used at Brigham Young University, are described: adaptations of existing video material, such as the classic Mexican film "Macario," and free branching simulations of real life situations, such as the videodisc "Montevidisco." Evaluation of videodisc programs must consider three kinds of empirical activities: (1) development, content and presentation of the videodisc itself (formative evaluation); (2) learning outcomes produced (summative evaluation); and (3) interaction of the technology with student control of the learning. Furthermore, evaluation of student learning from the videodisc programs must consider both system-generated data (e.g. length of session, choices made by student, responses to questions, etc.) and non-system generated data (contextual variables, students' self-reports, and students' ability). Although there is little evaluative data on videodisc instruction, data from two studies are presented: outcomes of the college-level "Macario" program, and high school Spanish. In both studies, the students using the videodisc instruction did significantly better on posttests of content and listening comprehension than students in traditional programs. Finally, questions and issues to be considered in future evaluations of videodisc instruction are discussed. (JGL)

ED 286 923 TM 870 558

Karr, Chad
Riding the Rasch Tiger. Part 3: Rasch-Based Evaluation (Without Regrets or Regression to the Mean).
PUB DATE- Apr 87
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987). For parts 1 and 2, see TM 870 556-557.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Achievement Rating; Curriculum Evaluation; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Evaluation Needs; *Latent Trait Theory; Local Norms; *School Districts; *School Effectiveness; *Testing Programs; Trend Analysis
IDENTIFIERS- Equal Interval Scoring; Portland Basic Skills Achievement Levels Testing; Portland School District OR; *Rasch Model

Rasch methodology facilitates effective achievement comparisons to meet evaluation needs at the district, school, classroom, and individual levels. The five-year District Gains Graph developed by the Portland (Oregon) Public Schools charts fall-to-spring achievement gains in basic skills for Grades 3-8, as measured by the Portland Achievement Levels Tests. The gain graph permits longitudinal comparisons of students moving through five grades, and comparisons of students in a given grade across five years. Because of the Rasch model, achievement gains in the district can be measured independently of norm groups. Likewise, at the school level, evaluation can be independent of district norms. That is, because school achievement plots relate students' scores to an equal-interval curriculum scale, each school can demonstrate its own instruction-based achievement gains, even if the average achievement is low for the district. The School Program Evaluation Guide is helpful in evaluating the size of achievement gains. Regression to the mean as it affects pre-post achievement gains can be corrected for. The paper describes goal reports for evaluating achievement in basic skills subgoals as well as a number of available formats for reporting Rasch-scaled achievement data, including those designed by Microsystems for Education and Business, Inc. (LPG)

ED 286 772 SO 016 797

Sweeney, Marianne; And Others

Pets: A Third/Fourth Grade Law-Related Education Unit. Teaching Students about Responsibility through Pet Ownership.

Oregon Law-Related Education Project, Portland.

PUB DATE- 82

NOTE- 34p.

AVAILABLE FROM- Oregon Law-Related Education Project, 220 SE 102 Ave., Portland, OR 97216.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Animals; Concept Teaching; Course Content; Elementary Education; Ethical Instruction; Grade 3; Grade 4; Instructional Materials; *Law Related Education; *Legal Responsibility; *Ownership; Program Content; Program Descriptions; Program Guides; Responsibility; *Social Responsibility; Values Education

IDENTIFIERS- *Pets

This unit's purpose is to teach elementary students responsibility toward their pets by examining laws related to owners' responsibilities, medical care, and items which can be purchased for pets. The project, intended to cover 15 class days, provides teaching concepts and resources and presents each lesson in terms of a problem. Lessons include boarding a pet, allowing a pet to have babies, caring for pets, deciding upon legal ownership, and handling legal issues involving pet offenses. A mock trial, which concerns a pet's destruction of a person's property and the act's resultant altercations, is appended. Information concerning preparations for the trial, witnesses' statements, the major arguments of the plaintiff and the defendant, and the bailiff's and judge's roles are included. An outline for a classroom discussion about possible ways this case might have been decided is provided. A calendar, which can be used to plan the unit, is included. (JHP)

ED 286 950 UD 025 768

Gary, Lee P.

A Comparative Analysis of Non-Promotions in the Top Eight Major Public School Districts of Louisiana During the School Years of 1983-84 to 1985-86.

PUB DATE- 25 Jun 87
NOTE- 50p.; For related document, see UD 025 767.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; Black Students; *Economic Development; Economic Progress; *Educationally Disadvantaged; *Elementary Secondary Education; *High Risk Persons; Minority Groups; School Districts; Student Promotion; Urban Education
IDENTIFIERS- *Louisiana

Education is an investment in human potential which effects economic prosperity. The high rate of failure for students in public elementary schools from eight large school districts in Louisiana is alarming. Averaged over the school years 1983-1984 to 1985-1986, the percentage of failures in grades 1 through 8 ranges from 6.65% to 17.6%. The state average is 11.69%. The largest category of students at risk for failure were blacks, especially black males. The potential adverse effects on the economic development of the area is assessed with a new model proposed in this report. It includes 10 demographic categories of school failure. For each category the districts receive a rank. The sum of these ranks gives the magnitude of economic adversity for the district. The analysis shows a preponderance of failures in the metropolitan area of New Orleans, indicating the potential for a serious drag on its economic development. Fourteen tables, an appendix, and an addendum display the statistical data generated in this study. (VM)

ED 286 981 UD 025 816

Children at Risk: Roadblocks to Achieving Potential. Eliminating the Barriers.

Wyoming State Dept. of Education, Cheyenne.

PUB DATE- Sep 87
NOTE- 26p.; Printed in colored ink on colored paper. Funded in part by a grant from the Mountain Bill Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alcohol Education; *Community Support; Crime Prevention; Dropout Prevention; Drug Education; Elementary Secondary Education; *Family Role; *High Risk Students; Illiteracy; Parent Student Relationship; Pregnant Students; School Effectiveness; School Holding Power; *Social Support Groups

This booklet, prepared by the Wyoming Department of Education, lists roadblocks that impede the development of young people and suggests measures to be taken by the family, the community, and the schools to remove them. Data on youth involvement are given for Wyoming and for the United States on the following topics: (1) dropping out of school; (2) use/abuse of alcohol and drugs; (3) teen pregnancy; (4) suicide; (5) illiteracy; (6) violations of law and institutionalization; and (7) violence. Recommendations are made for local and state level interventions which may lessen or alleviate these problems among school populations. The booklet contains an evaluation form for the reader to complete regarding the booklet and the issues presented therein. (VM)

ED 286 830 SP 029 297

Blai, Boris, Jr.
Thinking Skills & Intelligence.
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; Educational Research; Epistemology; Metacognition; Problem Solving; *Skill Development

A review of research and the views of researchers prominent in the field of thinking skill development discusses the role of thinking skills in the ability to formulate problems, resolve issues, determine the most effective decisions, and create effective solutions to problems. The views of Edward deBono, Robert Ennis, Reuven Feuerstein, Matthew Lipman, David Perkins, Robert Sterling, and Arthur Wimberg are synopsized, as is research regarding essential, higher-order, metacognitive, and epistemic cognitive processes. (CB)

ED 286 847 SP 029 383

Gittman, Betty; Gottlieb, Karen
Secretary's Discretionary Program: Planning Grant To Develop Teacher Incentive Projects. Final Report. Support for Innovative Teacher Projects.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.

PUB DATE- 87
NOTE- 32p.
GRANT- G008510185
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Innovation; Elementary Secondary Education; *Inservice Teacher Education; Program Development; *Program Effectiveness; Staff Development; *Teacher Participation
IDENTIFIERS- *New York (Nassau County)

Support for Innovative Teacher Projects was a 12-month program implemented by the Board of Cooperative Education Services (BOCES) of Nassau County, New York, designed to encourage and assist teachers in developing innovative projects in priority areas and in applying for funding. In collaboration with a university school of education, the project developed professional procedures for applying for support and objective criteria for selection of projects to be supported. Priority areas for teacher projects were identified as curriculum development, inservice development, contribution to teaching, cost effective programs, and community involvement. This report provides information on the project's background and accomplishments, with discussion of project components which included a five-member teacher committee responsible for the following: (1) acting as liaison between project staff and building teachers and administrators; (2) planning professional procedures; and (3) selecting teacher proposals for further consideration in the process. Evaluation of the project is addressed through establishment of evaluation criteria and surveys regarding teacher interest and collaboration. Implementation and dissemination strategies are discussed. Recommendations for program improvement and continuance deal with such topics as: (1) financial support for projects; (2) role of the teacher committee; and (3) encouraging wider teacher participation. (CB)

ED 286 965 UD 025 796

Duff, Ogle B., Ed.; McClain, Herman J., Ed.
Equity and Excellence: A Response to "A Nation at Risk." Delaware Spring Regional Workshop (Wilmington, Delaware, May 2-3, 1984).
Pittsburgh Univ., Pa. Race Desegregation Assistance Center.

SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- Feb 87
NOTE- 96p.
CONTRACT- G008401977
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Cultural Differences; *Curriculum Development; Educational Environment; *Educational Improvement; Elementary Secondary Education; *Equal Education; Language Skills; Minority Groups; School Desegregation; Science Instruction; Urban Schools

The six major conference papers collected in this document focus on developing ways of facilitating equity and academic achievement in a desegregated setting. The psychological impact of fostering these expectations among multicultural populations, methods for involving minority students in a science and math high-tech curriculum, and methods for increasing achievement in language usage in a culturally diverse setting are among the topics considered. Paper titles and authors are the following: (1) "Equity and Excellence in Science" (C. Hardeman); (2) "Equity and Academic Achievement in a Culturally Diverse Setting" (A. Zimmerman); (3) "Equity in Science and Mathematics" (H. L. Brown); (4) "Academic Achievement in a Desegregated Setting" (R. R. Weaver); (5) "Language Approach to Cultural Diversity" (M. Applegate); and (6) "Who Declared War on Excellence in Education?" (J. Scribner). The conference program and biographical sketches of participants are included. (KH)

Carter, David A.
INSA Hand Puppet Training Manual: Involving U.S. Citizens in a Puppetmaking Project To Enhance the Use of Educational Puppet Theater in Developing Nations.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.; International Service Association for Health, Inc., Atlanta, GA.
PUB DATE- 87
NOTE- 58p.; Designed to be used with accompanying 45-minute video training tape. Document is printed on five different colored papers and heavy stock for use in puppet construction. Photographs will not reproduce clearly.
AVAILABLE FROM- INSA Development Education Project, P.O. Box 15086, Atlanta, GA 30333 ($3.00). The videotape is available at no charge if the manual is purchased.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTORS- Developing Nations; Disease Control; Drinking Water; *Health Education; Human Relations Programs; Intercultural Programs; Living Standards; Nutrition; *Outreach Programs; Poverty Programs; Program Guides; Public Health; *Puppetry; Sanitation; Theater Arts
IDENTIFIERS- *India; International Service Asso for Health Inc; *Oral Rehydration Therapy

Designed to help U.S. citizens become aware of the needs of people living in developing countries, this puppet project is an action oriented education program implemented by the International Service Association for Health, Inc. (INSA). The program's primary purpose is to inform citizens about global concerns and issues while enlisting public support to help eliminate world hunger and poverty and to raise the quality of health and living standards throughout the world. INSA provides information and maps about India and stresses the need of many Indian people to obtain information about the purpose and use of oral rehydration therapy (ORT). General information about the uses of puppetry and its ability to cross multicultural barriers in India is emphasized. A three-act puppet play, entitled "Special Drink" and stressing ORT, is included along with patterns and directions which can be used to construct the puppets and props. The activities are carried out by three "teams," and photographs of materials needed by each team are provided. INSA recommends that after a group constructs the puppets and performs the play, it send the puppets to India where they will be used by Indian Girl Guides or INSA-trained health workers to teach Indian people about ORT and other good health and nutrition practices. (JHP)

ED 286 816 SO 018 515

Cross, Robert D.; Bennett, Clifford T.
Social History: A Summer Institute for High School United States History Teachers (Charlottesville, Virginia, June 13-27, 1983).

PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Course Content; Cultural Context; Curriculum Development; *Faculty Development; High Schools; History Instruction; Humanities; *Institutes (Training Programs); Instructional Improvement; Instructional Innovation; *Secondary School Teachers; Social Change; Social Environment; *Social History; Sociocultural Patterns; *Summer Programs; Teacher Education; *United States History

This document reports on a summer institute for 20 secondary school history teachers from the central Virginia public school community. Emphasis at the institute was on the fact that historically, as well as morally, all people are important. This idea is the basis for the "new social history" that tends to start with everyday experience. Because most U.S. high school history teachers completed their education before the development of an emphasis on social history, an institute was held to engage them in discussions about social history. The two-week seminar began each day with a lecture of 45 to 60 minutes by an historian, sociologist, or anthropologist and was followed by discussions. Ten books germane to the "new social history" served as a focus for the institute. Ten lecturers addressed four themes: (1) mobility and community; (2) religiousness; (3) a nation of immigrants; and (4) changing notions of the character and make-up of the family. Stephen Innes, Associate Professor of History, University of Virginia, addressed the question of why so much social history involves studies of neighborhoods and small towns. Robert Cross, Professor of History, University of Virginia, suggested that the questions asked since 1945 generated the new social history. An evaluation of the institute by the directors suggested that, even though the lecturers were outstanding, the discussions were not as animated as

hoped because of the constraining factors of the risky nature of the subject matter and the participants' unfamiliarity with each other. (SM)

ED 286 864 SP 029 432

McKinney, Kay; Paulu, Nancy
Parents: Here's How To Make School Visits Work.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 13p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Parent Participation; *Parent School Relationship; *Parent Teacher Conferences; *School Visitation

This brief pamphlet considers ways that parents can benefit from visits to their children's schools and from discussions with education staff. Suggestions are listed for planning a school visit, observing the school atmosphere, becoming familiar with school policies and services, understanding school curricula, and discussing student progress. Suggestions are also provided for working parents. (CB)

ED 286 938 TM 870 605

Wildemuth, Barbara M.
Alternatives to Standardized Tests. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.; An ERIC Digest published in the ERIC/TME Update Series.
CONTRACT- NIE-400-83-0015
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Achievement Tests; *Educational Testing; Evaluation Methods; Standardized Tests; *Student Evaluation
IDENTIFIERS- *Alternatives to Standardized Testing; *ERIC Digests

Five alternatives to standardized testing of student achievement are described in this brief overview. The first, criterion-referenced tests, are designed to evaluate the accomplishment of specifically stated instructional objectives. Student performance is judged on the basis of the objectives, rather than in comparison to other students taking the test. The second approach is teacher-made tests, which are usually criterion-referenced mastery tests measuring small units of instruction. They can be tailored according to specific curricula and students. Teacher training in test construction and use is recommended. Contract grading is the third alternative suggested. In this system, the teacher and the student agree on the course objectives for the student, the support to be provided by the teacher, and the evaluation method. The fourth topic is interviews. Information about student progress may come from interviews with students or their parents. The fifth method involves other documentation such as samples of the students' work, student journals and notebooks, and teachers' records. (GDC)

ED 286 802 SO 018 456

McClain, Janet; And Others

Celebrating the Constitution: An Instructional Unit for Elementary Grades.

University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.

PUB DATE- 5 Oct 87

NOTE- 99p.; For related document, see SO 018 437.

AVAILABLE FROM- Unit III Products, Price Laboratory School, Univ. of Northern Iowa, Cedar Falls, IA 50613 ($20.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Citizenship Education; Civil Rights; *Constitutional History; Elementary Education; Instructional Materials; Intermediate Grades; Learning Activities; Maps; Primary Education; Resource Units; Simulation; *Social Studies

IDENTIFIERS- *United States Constitution

Because attaining citizenship skills remains the principal goal of social studies, this unit was designed to highlight the founding of the U.S. Constitution and the Bill of Rights in a manner appropriate to both primary and intermediate elementary children. Each lesson includes objectives, materials, and procedures, as well as supplementary materials which may be duplicated for student use. Student awareness of the need for rules and laws is developed through the activities in lesson one. Lesson two helps students recognize reasons for settling the original 13 colonies and identify their locations. Students become informed about the events leading to independence and the contents of the Declaration of Independence in lesson three. In lesson four, students develop the understanding that everyone benefits from cooperation. Students identify events that led to the writing of the U.S. Constitution which developed a strong government in lesson five. An investigation of the purposes and structure of the U.S. Constitution and the Bill of Rights is carried out in lessons six and seven. A classroom constitution reflecting the rights and responsibilities of students is created through a mock constitutional convention is lesson eight. In lesson nine, students plan a celebration for the 200th anniversary of the U.S. Constitution. Students will demonstrate their understanding of the unit through a test in lesson 10. A bibliography is included. A copy of the U.S. Constitution and the Bill of Rights is appended. (SM)

ED 286 831 SP 029 303

McCarthy, Jean
Construction of Tests in the Cognitive and Psychomotor Domains for Skin and Scuba Diving.
PUB DATE- 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cutting Scores; Higher Education; Knowledge Level; *Mastery Tests; Psychomotor Skills; *Test Reliability; *Test Validity; *Underwater Diving

The fundamental purposes of this study were to develop mastery tests in the cognitive and psychomotor domains for skin and scuba diving and to establish validity and reliability for the tests. A table of specifications was developed for each domain, and a pilot study refined the initial test batteries into their final form. In the main study, two-trial cognitive data were collected from 104 male and female college students enrolled in a skin and scuba diving course. Data were analyzed for test reliability and validity. Two skin diving and three scuba diving skills tests were administered to 98 subjects in two trials. One-way analysis of variance intraclass correlations were used to ascertain test-item reliability and validity. Both cognitive and psychomotor tests were found to be valid and reliable. Cutting scores were set for each test. Results showed the tests to be administratively feasible. (Author/MT)

Brophy, Jere; Merrick, Mari
Motivating Students to Learn: An Experiment in Junior High Social Studies Classes. Research Series No. 183.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 87
NOTE- 121p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($10.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Junior High Schools; *Motivation Techniques; Social Studies; *Student Motivation; *Teacher Behavior; *Teaching Methods

Teachers participating in an experiment were asked to teach their control sections of junior high social studies classes as they had been planning to teach them anyway, but to adjust or enhance these plans so as to teach their experimental sections in ways that incorporated one or more of 24 motivational strategies featured in a training workshop. Implementation of these motivational guidelines (and thus differentiation of instruction between the two class sections) was variable but sufficient to produce significant improvement (from the first half to the second half of the semester) in student achievement. The treatment did not produce the expected pre-post improvement in student motivation questionnaire responses, however, and teachers who stressed strategies for capitalizing on students' existing intrinsic motivation got better motivational results than teachers who stressed strategies for motivating students to learn. These results suggest that student motivation to learn is even more different from (specifically, even more cognitive and less affective than) intrinsic motivation than previously suspected, so that systematic teacher implementation of strategies for motivating students to learn may produce improvements primarily in measures of student achievement rather than in measures of student motivation (especially if these are conventional measures that stress affective rather than the cognitive aspects of motivation). (Author)

ED 286 896 TM 870 518

Sprangers, Mirjam
Validity Threats in Retrospective Pretest-Posttest Designs.

PUB DATE- 24 Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Pretests Posttests; Program Evaluation; Research Design; *Response Style (Tests); *Self Concept Measures; *Self Evaluation (Individuals); Social Desirability; Testing Problems; *Test Validity
IDENTIFIERS- Bogus Pipeline Induction; *Response Shift; *Retrospective Pretesting

Social desirability responding and effort justification were each studied for their effect on response shift as seen in retrospective pretest-posttest responses. The first study used a bogus pipeline induction (half the subjects were told their self-reporting could later be validated) before the self-report pretest. After experimental or control treatment they completed a 16-scale self-reporting instrument. The treatment was found to be effective, with bogus pipeline induction lowering self-reported preratings and preventing response shift. The second experiment examined effort justification, lowering the pretest rating to justify participation effort. It included experimental, placebo, and no-treatment conditions. Both a self-report instrument consisting of 20 self-rating scales and a 16 three-choice item knowledge test were administered. The treatment was found to be effective and a mean pre-retrospective difference was found in both experimental and placebo conditions. Pre- and retrospective self-ratings in no-treatment controls did not differ significantly. Since response shift is a severe validity threat in conventional pretest-posttest designs using self-report measures, the retrospective pretest was recommended to control for this confounding factor. If effort justification is controlled for and social desirability can be ruled out, response shift may not occur. (MGD)

Petersen, Nicole M.; And Others

Evaluation of College Level Coursework for Gifted Adolescents: An Investigation of Epistemological Stance, Knowledge Gain and Generalization.

PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; Advanced Students; Attitude Change; *Attitude Measures; College Science; *Course Evaluation; Evaluation Criteria; *Evaluation Methods; *Generalization; Hidden Curriculum; Higher Education; *Knowledge Level; Psychology; Retention (Psychology); Secondary Education; Summer Programs; Values
IDENTIFIERS- *Talent Identification Program NC

This study evaluated a college level Introductory Psychology course taken by 23 precocious adolescents during a three-week summer residential program. This evaluation measured not only knowledge gain, but also understanding, generalization, and application of that knowledge. Immediate post measures of participants' knowledge, understanding, and value orientation were compared to similar measures from two same-age gifted comparison groups. Remote post measures, including a survey on level and type of applications of material, were obtained from recent Psychology course students and the previous year's Psychology course students. Results indicated knowledge gain from course participation was substantial and long-lived. Furthermore, exposure to course materials dramatically affected both the level of understanding and the ability to generalize from and apply psychological concepts to real world situations. While there was decay of specific informational content over time, level of understanding and ability to generalize from and apply material remained relatively constant. Value orientation was also affected: students just completing the course were quite "humanistic" in their outlook; after six months, they had become much more "behavioral/empirical". In addition, large proportions of students reported that the course had affected educational plans (50.0%) and career plans (36.7%). (Author/JGL)

ED 286 924 TM 870 564

Miles, Matthew B.
Innovative Methods for Collecting and Analyzing Qualitative Data: Vignettes and Pre-Structured Cases.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Data Analysis; *Data Collection; Elementary Secondary Education; Evaluation Methods; Evaluation Problems; Field Studies; Interprofessional Relationship; Interviews; *Qualitative Research; *Research Methodology; Research Problems
IDENTIFIERS- Data Display; *Prestructured Cases; *Vignettes

Two innovative methods for collecting and analyzing qualitative data are vignettes and pre-structured cases. Vignettes are descriptions of situations or problems written by a professional, with a suggested outline and comments provided by a researcher. Advantages of this method are strength of impact of the written descriptions and efficiency of use of researchers' time; limitations are possible bias or reluctance on the part of the professional, and necessity of a good working relationship between professional and researcher. Suggested applications of this technique include formal research, problem solving, and policy planning. Illustrations of the use of this technique in a teacher center show the vividness of descriptions, as well as the potential for effective intervention. In the pre-structured case method, the researcher writes a case outline, including a display format, before collecting any data. The data, when collected, are entered directly into the display format. Advantages of this method include efficiency of use of researchers' time, and availability of interim feedback and cross-case analysis. Limitations include necessity of knowledgeable, experienced researchers; and risk of researcher bias and of drawing conclusions too soon. Suggested applications of this method include evaluation studies and studies testing theoretical models. It is also suggested that pairs of researchers be used to limit possible bias and "tunnel vision"; and that transcribed, rather than coded, field notes, be entered. (JGL)

ED 286 951 UD 025 770

Jefferson County and Louisville Have Most Segregated Public Housing in Kentucky 1985: Desegregation Accelerates at Most Authorities between July 1984 and July 1985.

Kentucky Commission on Human Rights, Louisville.

REPORT NO.- SR-85-6
PUB DATE- Dec 85
NOTE- 74p.
AVAILABLE FROM- Kentucky Commission on Human Rights, 832 Capital Plaza Tower, Frankfort, Kentucky 40601.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Desegregation Plans; Housing Discrimination; Housing Management Aides; *Low Rent Housing; Planned Communities; *Public Housing; Racial Composition; *Racial Segregation; *Residential Patterns
IDENTIFIERS- *Kentucky

This report examines the state of integration at 22 public housing authorities in Kentucky. Family residency data showed that the public housing authorities of Jefferson County and Louisville were the first and second most segregated authorities in Kentucky as of July 1985. Overall, however, desegregation at Kentucky's public housing authorities accelerated between 1984 and 1985. The following steps are suggested to eliminate segregation: (1) authorities should adopt and implement voluntary affirmative action desegregation plans; (2) those authorities operating under affirmative action desegregation plans should recommit themselves to abiding by their desegregation obligations; (3) any new housing project should open with racial occupancy equal to the authority-wide black/white family ratio; and (4) housing authorities planning rehabilitation/remodeling work should move a racially balanced tenant population into the project once construction is completed. The report concludes with three appendices providing housing authority population statistics and one containing a model voluntary affirmative action housing program description. References are included. (PS)

Parker, Barbara
Nonsexist Curriculum Development: Theory into Practice. The Handbook of the Curriculum Design Project at the University of Colorado, Boulder.
Colorado Univ., Boulder. Women Studies Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 132p.
GRANT- G008102165
AVAILABLE FROM- Women Studies Program, University of Colorado, Boulder, CO 80309.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Curriculum; Course Content; Course Descriptions; Course Objectives; Curriculum Design; *Curriculum Development; Curriculum Guides; *Educational Attitudes; Elementary Secondary Education; Higher Education; Instructional Materials; Resource Materials; *Sex Bias; *Sex Fairness; *Womens Studies

Addressing the problems of access and time constraints, this curriculum guide describes a core undergraduate women's studies course in which college level students learn to research, prepare, and present nonsexist curriculum units for public school classrooms. The course was designed to: (1) compensate for the lack of information in the traditional curriculum about women in culture and society; (2) correct any sexism and misinformation generated by traditional disciplines; and (3) equip students to contribute new research and knowledge in the field of women's studies. Containing information on how to recruit both teachers and course participants, this document also includes instructional packets which focus on teaching units for elementary, middle, and junior/senior high school students. Tests utilized to evaluate course participants' sex biases, a course syllabus, and student assignments are included. Stressing the educational objectives of content, skills, and experience, the course lectures focus on: (1) assumptions about males and females, (2) the socialization process, (3) videotaping, (4) sources of information, (5) school socialization, (6) bias in language, and (7) sexism and other "Isms" in educational curriculums. Sample testing, course evaluation instruments, examples of various grade level curriculum units, and an annotated bibliography are featured; and charts and graphs are included. (JHP)

ED 286 865 SP 029 434

Wise, Arthur E.; And Others
Effective Teacher Selection: From Recruitment to Retention--Case Studies. A Rand Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
REPORT NO.- N-2513-NIE/CSTP
PUB DATE- Jan 87
NOTE- 217p.; For the companion report to this document, see ED 282 840.
AVAILABLE FROM- The RAND Corporation, 1700 Main St., Santa Monica, CA 90406-2138 ($20.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Educational Policy; Elementary Secondary Education; *Employment Practices; *School Districts; *Teacher Employment; Teacher Recruitment; *Teacher Selection
This document, a companion report to a detailed investigation into school districts' teacher selection processes, presents detailed case studies conducted in six different school districts: (1) Mesa Unified School District (Arizona); (2) Montgomery County Public Schools (Maryland); (3) East Williston Union Free School District (New York); (4) Hillsborough County Public Schools (Florida); (5) City School District of Rochester (New York); and (6) Durham County School System (North Carolina). Each case study contains information regarding the geographical area, demographic characteristics, and general make-up or organization of the school district, the policy context, the teacher selection process, and factors that influence the shaping and implementation of policies and practices within the district. (CB)

ED 286 966 UD 025 797

Ascher, Carol; Flaxman, Erwin
Lowering the Dropout Rate: The Experiences of Urban Superintendents.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 26 Mar 87
NOTE- 73p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- *Disadvantaged Youth; *Dropout Prevention; *Dropout Programs; Dropout Rate; *Educational Improvement; Educational Policy; *High Risk Students; High Schools; Intervention; School Districts; School Holding Power; *Superintendents; Urban Schools

This paper reviews the literature on urban school dropouts and the experiences of superintendents in attempting to lower the dropout rate. The paper is divided into two major sections. Part I examines how a mixture of societal, community, family and other influences increase the chances that an at-risk student will experience little success in school, will have low educational aspirations, and will feel alienated from the worlds of education and work. The section also includes a discussion of some of the efforts made since the early 1960s to reform education. Part II describes policies and practices that superintendents have recently found effective in increasing school holding power. The discussion is organized around the following general points: (1) Schools are working to identify and track the student in danger of dropping out; (2) Districts are creating good school climates that generate optimism and self-esteem among both staff and students; (3) Urban educators are increasingly devoting their educational planning and resources to early intervention in the educational lives of the district's children; (4) As part of improving school climates, urban superintendents are creating ways of maintaining high performance standards, while helping students to meet them; (5) Organizing schools and providing a multiplicity of instructional programs for students with diverse educational needs has become an important strategy for reducing dropout rates; and (6) The task of lowering the dropout rate requires the joint efforts of schools and the community, who have a shared stake in increasing the holding power of the schools. (KH)

ED 286 982 UD 025 820

Ratteray, Joan Davis
Reaching Beyond Our Limitations: An Interview with Rev. Floyd H. Flake, Member, U.S. House of Representatives, Founder, Allen Christian School.
Institute for Independent Education, Inc., Washington, DC.
REPORT NO.- ISBN-0-941001-07-5
PUB DATE- 87
NOTE- 5p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Basic Skills; *Black Students; Change Agents; Community Action; Elementary Secondary Education; Experimental Schools; Neighborhood Improvement; *Parochial Schools; Private Education; School Community Relationship; Test Bias; *Urban Schools
IDENTIFIERS- *Excellence in Education

In this interview, Reverend Floyd H. Flake, member, United States House of Representatives and Founder of the Allen Christian School, discusses how the school was started, and outlines its focus, goals, and values. The school was begun because black students do not seem to perform as well when they are being taught with white students. Rev. Flake, with the help of members of his congregation in Jamaica (New York) decided black pupils needed an opportunity to learn in a black environment the skills everyone needs for success in contemporary society. Emphasis is on pride in black heritage and history, basic instruction in reading, writing and mathematics, instruction in a foreign language, and encouragement to attain academic excellence. Competitiveness and discipline must be elements of education for black students. Religious institutions, which still maintain the respect of large numbers of blacks, can have a significant impact on the education of black children. This educational progress will have to take place independently of the public school system and probably of white assistance. (PS)

ED 286 848 SP 029 385

Obiakor, Festus E.
Understanding the Operational Model of Self-Concept: An Educational Approach.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Educational Strategies; Elementary Secondary Education; Individualized Education Programs; *Instructional Development; *Models; *Self Concept; Self Evaluation (Individuals); *Student Attitudes

A brief review of the literature concerning the relationship between self-concept and academic achievement precedes a discussion of the perceptual and operational models of self-concept as they relate to classroom teaching. It is suggested that the differentiated "operational" model of definition and instrumentation of self-concept best meets the needs of students. This model is based on the operational definition that "self-concept is an individual's repertoire of self-descriptive behaviors," and is directed toward better understanding of school-related and non-school-related tasks that confront students. It is also suggested that the understanding that results from this model makes it easier for teachers to design appropriate and effective Individualized Education Programs and reduce the use of labels and categories for students. (CB)

Aanstoos, Christopher M.
Getting There: A Phenomenology of the Contexts of Car Buying.
13p. 1mf. L1 ED 286 784
Abbi, Anvita
Lexical Modernization and Its Socio-Linguistic Effects: A Case from Indian Urdu.
27p. 1mf. L1 ED 286 375
Some Aspects of Meitei Phonology.
24p. 1mf. L1 ED 286 374
Abulhaija, Lutfi A.
English Language and Literature in EFL Situations.
8p. 1mf. L1 ED 286 377
Adair, John G.
Hawthorne Control Procedures in Educational Experiments: A Reconsideration of Their Use and Effectiveness.
18p. 1mf. L1 ED 286 926
Adalian, Paul T., Jr.
Training Concerns for an Online Public Access Catalog.
11p. 1mf. L1 ED 286 537
Adams, Larry
Comparison of Grade Distributions for Telecourses and Print Based Courses.
10p. 1mf. L1 ED 286 562
Ainley, John
School Organization and the Quality of Schooling: A Study of Victorian Government Secondary Schools. ACER Research Monograph No. 29.
179p. 2mf. L1 ED 286 263
Akiyama, Takashiro
Children and Television: A Study of New TV Programs for Children Based on the Pilot of an Animated Production.
36p. 1mf. L1 ED 286 480
Albrecht, Jean, Ed.
Social Sciences in Forestry. A Current Selected Bibliography and Index. No. 71.
102p. 2mf. L2 ED 286 718
Alkin, Marvin C.
Profile of EOPS: Report of the 1986-87 Operational Program Reviews.
100p. 2mf. L1 ED 286 561
Allen, Jan
Researchers at the Center: Suggestions for Early Childhood Educators.
18p. 1mf. L1 ED 286 647
Allen, Judy L.
Consumer Issues: Credit Usage, Money Management, and Bankruptcy.
9p. 1mf. L1 ED 286 075
Allen, Kathleen
Future Perfect: A Guide for Professional Development and Competence.
104p. mf. L3 ED 286 432
Allison, Clinton B.
Teacher Education To Change the Workplace.
8p. 1mf. L1 ED 286 875
Altenburger, Janice D.
Effects of Invasion of Students' Personal Space by Male and Female Authority Figures.
21p. 1mf. L1 ED 286 083
Altschuld, James W.
Facilitator's Guide to Staff Training for the Rural America Series. Introduction. Research and Development Series No. 149A.
21p. 1mf. L1 ED 286 672
Facilitator's Guide to Staff Training for the Rural America Series. Module II: Initial Planning. Research and Development Series No. 149C.
52p. 1mf. L1 ED 286 674
Facilitator's Guide to Staff Training for the Rural America Series. Module 1: Understanding the Need. Research and Development Series No. 149B.
63p. 1mf. L1 ED 286 673
Facilitator's Guide to Staff Training for the Rural America Series. Module VI: Career Guidance Practices. Research and Development Series No. 149G.
34p. 1mf. L1 ED 286 678
Facilitator's Guide to Staff Training for the Rural America Series. Module V: Resources. Research and Development Series No. 149F.
36p. 1mf. L1 ED 286 677
Facilitator's Guide to Staff Training for the Rural America Series. Module IV: Behavioral and Program Objectives. Research and Development Series No. 149E.
46p. 1mf. L1 ED 286 676
Facilitator's Guide to Staff Training for the Rural America Series. Module III: Needs Assessment. Research and Development Series No. 149D.
54p. 1mf. L1 ED 286 675
Facilitator's Guide to Staff Training for the Rural America Module X: Community Relations and Involvement. Research and Development Series No. 149K.
28p. 1mf. L1 ED 286 682
Facilitator's Guide to Staff Training for the Rural America Series. Module IX: Staff Development. Research and Development Series No. 149J.
29p. 1mf. L1 ED 286 681
Facilitator's Guide to Staff Training for the Rural America Series. Module VIII: Placement. Research and Development Series No. 149I.
30p. 1mf. L1 ED 286 680
Facilitator's Guide to Staff Training for the Rural America Series. Module VII. Counseling. Research and Development Series No. 149H.
50p. 1mf. L1 ED 286 679
Facilitator's Guide to Staff Training for the Rural America Series. Module XIV: Case Studies. Research and Development Series No. 149O.
40p. 1mf. L1 ED 286 686
Facilitator's Guide to Staff Training for the Rural America Series. Module XIII: Cooperative Agreements with Business, Industry and Labor. Research and Development Series No. 149N.
42p. 1mf. L1 ED 286 685
Facilitator's Guide to Staff Training for the Rural America Series. Module XII: Evaluation. Research and Development Series No. 149M.
44p. 1mf. L1 ED 286 684
Facilitator's Guide to Staff Training for the Rural America Series. Module XI: Community Perspectives. Research and Development Series No. 149L.
34p. 1mf. L1 ED 286 683
Facilitator's Guide to Staff Training for the Rural America Series. Transparency Masters, Modules I-XIV. Research and Development Series No. 149R.
102p. 2mf. L1 ED 286 689
Facilitator's Guide to Staff Training for the Rural America Series. Participant Materials, Modules I-XIV. Research and Development Series No. 149Q.
171p. 2mf. L1 ED 286 688
Facilitator's Guide to Staff Training for the Rural America Series. Appendix A: Evaluation Procedures and Multiple Day Workshop Questionnaire. Research and Development Series No. 149P.
43p. 1mf. L1 ED 286 687
Alvarado, Ernesto
Guide to Assessing Children for Whom English Is a Second Language.
10p. 1mf. L1 ED 286 303
Amsterdamska, O.
Post-Graduate Education in the 1980s.
85p. 1mf. L2 ED 286 415
Anderson, Donald G.
Health Care Marketing: Opinions of Providers. North Dakota Economic Studies, Number 46.
91p. 1mf. L1 ED 286 119
Anderson, Jeffrey
Applying Automation to Investigations of Child Abuse. Impact Evaluation Report on the Case Decision Project (September 1, 1984, to August 31, 1986).
225p. 3mf. L1 ED 286 592
Anderson, Linda M.
Classroom Task Environments and Students' Task-Related Beliefs. Research Series No. 184.
35p. 1mf. L1 ED 286 861
Anderson, Paul S.
Distance Education for Teaching Map Use Skills: An Introduction.
6p. 1mf. L1 ED 286 482
Andrews, Hans A.
"Student-Based" Catalog and Career Decision Guide.
219p. 3mf. L1 ED 286 541
Angelo, Faye
Teachers of Technical Communication in Two-Year Colleges: A Status Report.
41p. 1mf. L1 ED 286 220
Antes, Richard L.
Educational Effects of the Introduction of a State Supported Program of Smaller Classes. A Study of the First Year of Indiana's Project PRIME TIME and Its Effects on Test Results (1984-85). A Comprehensive Analysis.
15p. 1mf. L1 ED 286 842
Applebee, Arthur N.
How Writing Shapes Thinking: A Study of Teaching and Learning. NCTE Research Report No. 22.
173p. 2mf. L1 ED 286 205
Arbona, Consuelo
Noncognitive Variables in Predicting Counseling Center Use by Race.
25p. 1mf. L1 ED 286 106
Arger, Geoff
Integration of Study Skills into a Distance Education History Course.
8p. 1mf. L1 ED 286 434
Armacost, Michael H.
U.S.-Soviet Relations: Testing Gorbachev's "New Thinking." Current Policy No. 985.
7p. 1mf. L1 ED 286 807
Armour-Thomas, Eleanor
Toward a Qualitative Analysis of Standardized Tests Using an Information Processing Model.
17p. 1mf. L1 ED 286 933
Aronowitz, Beverly Lynne
From South to North U.S.A.: The Afro-American Immigrant Experience in the Plays of August Wilson.
17p. 1mf. L1 ED 286 783
Arthur-Allison, Carol
Interagency Cooperation for Teacher Training.
14p. 1mf. L1 ED 286 304
Ascher, Carol
Lowering the Dropout Rate: The Experiences of Urban Superintendents.
73p. 1mf. L1 ED 286 966
Ascher, Gordon
Into the Twenty-First Century: Comprehensive Planning for Secondary Vocational Education in New Jersey.
45p. 1mf. L1 ED 286 064
Ashmore, Rhea A.
Adult Learner: Implications and Activities for Implementation.
12p. 1mf. L1 ED 286 041
Ashworth, Pat
Nursing Care. Summary of a European Study. A Study of People's Needs for Nursing Care and of the Planning, Implementation and Evaluation of Care Provided by Nurses in Two Selected Groups of People in the European Region.
84p. 1mf. L2 ED 286 034
Athanasou, James A.
Ecology of Job-Finding in Australia.
16p. 1mf. L1 ED 286 027
Relationship between Self-Estimates of Vocational Interests and Inventory Scores.
63p. 1mf. L1 ED 286 029
Atiyah, Yael, Ed.
Council for Higher Education, Report No. 2. The Sixth Council, 1981-1986.
73p. 1mf. L1 ED 286 419
Atwater, Tony
Satellite News Feeds: Protecting a Transient Interest.
42p. 1mf. L1 ED 286 176
Atwood, Virginia A.
Social Studies in Kindergartens: A Status Report.
37p. 1mf. L1 ED 286 814
Austin, Elizabeth
Pennsylvania German Dialect: Past, Present, and Future.
124p. 2mf. L1 ED 286 354
Avant, Anna H.
Investigation of the Otis-Lennon School Ability Test to Predict WISC-R Full Scale IQ for Referred Children.
15p. 1mf. L1 ED 286 883
Bach-Y-Rita, Paul
Modified Optacon: Towards an Educational Program.
8p. 1mf. L1 ED 286 326
Bailey, William T.
Infancy to Age Five: Predicting Fathers' Involvement.
14p. 1mf. L1 ED 286 612
Banks, Ivan
Revisiting James Crow: A Re-Look at Separate but Equal.
21p. 1mf. L1 ED 286 979
Barbour, Nita
Theory into Practice: Field Based Education Programs Do Work.
10p. 1mf. L1 ED 286 620
Barger, Josephine C.
Access and Advisement in Irish Higher Education: An American Perspective.
12p. 1mf. L1 ED 286 405
Barger, Robert N.
Access and Advisement in Irish Higher Education: An American Perspective.
12p. 1mf. L1 ED 286 405
American Students' Perceptions of American Foreign Policy.
6p. 1mf. L1 ED 286 817
Software Evaluation: How to Winnow the Wheat from the Chaff.
6p. 1mf. L1 ED 286 494
Barker, Bruce O.
Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide. ERIC Mini-Review.
6p. 1mf. L1 ED 286 698
Barlow, Michael
Working with Computers: Computer Orientation for Foreign Students.
304p. 4mf. L2 ED 286 478
Barrell, James J.
Getting There: A Phenomenology of the Contexts of Car Buying.
13p. 1mf. L1 ED 286 784
Barry, Mina J.
Activating Latent Writing Strategies.
15p. 1mf. L1 ED 286 185
Barua, Dibakar
From Self to World: An Exploratory Approach to Writing across the Curriculum.
36p. 1mf. L1 ED 286 208
Baxter, Barbara
Basic Writing: Breaking through the Barriers of Apathy and Fear.
13p. 1mf. L1 ED 286 202
Beal, Carole R.
Development of Sex Constancy: The Role of Language.
18p. 1mf. L1 ED 286 656
Beals, Mark G.
One College of Education's Response to the Call for Reform in Teacher Education.
31p. 1mf. L1 ED 286 859
Becker, Betsy Jane
Comparison of Three Integrative Review Methods: Different Methods, Different Findings?
24p. 1mf. L1 ED 286 911
Behrens, Ruth A.
Health Promotion and the Labor Union Movement. WBGH Worksite Wellness Series.
34p. 1mf. L2 ED 286 022
Reducing Smoking at the Workplace. WBGH Worksite Wellness Series.
37p. 1mf. L2 ED 286 020
Wellness in Small Businesses. WBGH Worksite Wellness Series.
21p. 1mf. L2 ED 286 019
Beijaard, D.
Research on and Development of Teaching by Instructors in the Dutch Training Centres for Practical Agricultural Education.
18p. 1mf. L1 ED 286 834
Beins, Bernard C.
Ratio Scale Measurement of Conformity.
12p. 1mf. L1 ED 286 897
Belcher, Marcia J., Ed.
Issues in Student Assessment. New Directions for Community Colleges, Number 59.
122p. 2mf. L1 ED 286 547
Bennett, Clifford T.
Social History: A Summer Institute for High School United States History Teachers (Charlottesville, Virginia, June 13-27, 1983).
18p. 1mf. L1 ED 286 816
Bennett, Ruth, Ed.
Hupa Activity Book.
203p. 3mf. L1 ED 286 691
Bernhoft, Franklin O.
Brain Dominance & Self-Actualization.
24p. 1mf. L1 ED 286 144
Bertch, Julie
Maricopa Writing Project, Summer 1987: Project Report.
11p. 1mf. L1 ED 286 565
Biddle, Phil
Health Communication: Two Case Studies--Multiple Sclerosis and Epstein-Barr Virus.
23p. 1mf. L1 ED 286 232
Bidlack, Betty J. M.
Development of Concrete and Abstract Noun Definitions: A Metalinguistic Analysis.
50p. 1mf. L1 ED 286 171
Bisanz, Jeffrey
Cognitive Arithmetic: Evidence for the Development of Automaticity.
10p. 1mf. L1 ED 286 732
Bishop, Walton B.
Measurement of Information-Based Complexity in Listening.
25p. 1mf. L1 ED 286 250
Black, Hedda Dasia
Racial Intolerance: A Child's Perspective. Foundation for Child and Youth Studies Selected Papers Number 48.
18p. 1mf. L1 ED 286 578
Blackman, Sheldon
Preliminary Outcome Study of an Outpatient Treatment Program for Gamblers.
16p. 1mf. L1 ED 286 139
Blai, Boris, Jr.
Thinking Skills & Intelligence.
12p. 1mf. L1 ED 286 830
Blanchard, Bryan K.
In a Position to Judge: The AACSB and the Issue of Business Administration Transfer.
12p. 1mf. L1 ED 286 542
Bleimschein, Sue, Ed.
Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). Continuing Education Series Number 1.
164p. 2mf. L1 ED 286 481
Bleuer, Jeanne C.
Counseling Underachievers: A Counselor's Guide to Helping Students Improve Their Academic Performance.
65p. 1mf. L1 ED 286 112
Bloch, Steven A.
University Chemical Dependency Project: Final Report.
160p. 2mf. L1 ED 286 103
Bloom, Darrell
Role of Higher Education in Fostering the Personal Development of Teachers.
25p. 1mf. L1 ED 286 836
Blosser, Patricia E.
Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconceptions Research. ERIC/SMEAC Science Education Digest No. 2, 1987.
3p. 1mf. L1 ED 286 757
Blount, Ronald L.
Effects of Adults' Behavior on Child Coping and Distress during BMA/LP Procedures: A Sequential Analysis.
31p. 1mf. L1 ED 286 125
Blume, S.
Post-Graduate Education in the 1980s.
85p. 1mf. L2 ED 286 415
Bocchi, Joseph S.
Politics of Peer Review in a Nonacademic Setting.
14p. 1mf. L1 ED 286 209
Boegen, Anne, Ed.
Young Adult Services Manual.
83p. 1mf. L1 ED 286 508
Boshuizen, Henny P. A.
On-Line Representation of a Clinical Case and the Development of Expertise.
25p. 1mf. L1 ED 286 527
Botkin, Darla
Early Childhood Teachers' Affectionate Behavior: Differential Expression to Female Children, Male Children, and Groups of Children.
32p. 1mf. L1 ED 286 645
Bowering, Jean
Homemaking Practices and Evening Meals in Married and Separated Families with Young Children.
27p. 1mf. L1 ED 286 604
Bowers, J. Howard
Relationship of Student Achievement and Characteristics in Two Selected School Facility Environmental Settings.
15p. 1mf. L1 ED 286 278
Bowers, Louis
I'M SPECIAL Network. Final Report. National Dissemination Model for the I'M SPECIAL Program of Physical Education for the Handicapped, 1983-1986.
187p. 2mf. L1 ED 286 333
Bowyer, Carlton H.
Analysis of Contemporary Trends in Practical Preparation Experiences in Teacher Education.
19p. 1mf. L1 ED 286 874
Boyce-Prather, Margaret
Student Assistance Program Sandia High School 1985-86 Report.
28p. 1mf. L1 ED 286 080
Boyd, Sheila
Alternative Education and Employment Preparation for Youth. The Eidos Program.
38p. 1mf. L1 ED 286 045
Boyer, Ernest L.
Arts, Language and the Schools.
9p. 1mf. L1 ED 286 806
Boyer, John J.
Potential of Artificial Intelligence in Aids for the Disabled.
9p. 1mf. L1 ED 286 318
Boyles, Norman L.
Performance-Based Compensation Models: Status and Potential for Implementation.
48p. 1mf. L1 ED 286 286
Bradham, Douglas D.
Support for Maintaining Independence in the Elderly--Future Requirements and Solutions: Florida's TEACH Demonstration Project--Home-Based, Case Management Services to the Medically Dependent Elderly and Their Caregivers--What We Hope To Learn.
24p. 1mf. L1 ED 286 114
VA and HRS Local Coordination of Florida's Home-Based Services to the Elderly.
26p. 1mf. L1 ED 286 113
Brady, Mary E.
State of the Art of High Tech Aids.
11p. 1mf. L1 ED 286 324
Braun, Henry
Predictive Validity of the Scholastic Aptitude Test for Disabled Students. Studies of Admissions Testing and Handicapped People, Report No. 8.
73p. 1mf. L1 ED 286 884
Bray, Dorothy, Ed.
Issues in Student Assessment. New Directions for Community Colleges, Number 59.
122p. 2mf. L1 ED 286 547
Breland, Hunter M.
Assessing Writing Skill. Research Monograph No. 11.
138p. 2mf. L2 ED 286 920
Briggs, Dora K.
Scenarios as Research Tools for Investigating Social Issues. Studies in Educational Administration Number 45.
17p. 1mf. L1 ED 286 280
Brock, Estelle
Child Care Food Program and Family Day Care: A How-To Manual.
110p. 2mf. L1 ED 286 632
Brod, Shirley, Comp.
MELT Bibliography. Materials Correlated with the Core Curriculum Competencies of the Mainstream English Language Training Project, Office of Refugee Resettlement.
293p. 4mf. L1 ED 286 074
Bromley, Ann
Focus on Careers. A Program for Single Parents or Homemakers. Final Report, Project No. 7-2D05, from July 1, 1986 to June 30, 1987.
58p. 1mf. L1 ED 285 985
Brophy, Jere
Motivating Students to Learn: An Experiment in Junior High Social Studies Classes. Research Series No. 183.
121p. 2mf. L1 ED 286 882
Research on Teacher Effects: Uses and Abuses. Occasional Paper No. 116.
43p. 1mf. L1 ED 286 860
Teachers' Strategies for Coping with Hostile-Aggressive Students. R.S. 185.
96p. 1mf. L1 ED 286 881
Broughton, John M.
Machine Dreams: Computers in the Fantasies of Young Adults.
68p. 1mf. L1 ED 286 493
Brown, Charles I.
White Presence at Traditionally Black Public Colleges and Universities: A Synopsis, 1837-1980.
31p. 1mf. L1 ED 286 403
Brown, David
Using Analogical Reasoning to Deal with "Deep" Misconceptions in Physics.
20p. 1mf. L1 ED 286 745
Brown, Jeffrey L.
Global Learning Teacher Education Manual: A Model Inservice or Graduate Course for Elementary and Secondary Teachers.
208p. 3mf. L2 ED 286 770
Brown, Terrance
Values and Affectivity from a Piagetian Point of View.
66p. 1mf. L1 ED 286 596
Brownell, Celia A.
Toddler Help-Seeking as a Function of Age and Social Context.
14p. 1mf. L1 ED 286 636
Buchholz, Donald L.
Activities and Things. Book A.
36p. 1mf. L1 ED 286 727
Activity Book. Book B.
36p. 1mf. L1 ED 286 728
Buckley, William K.
Note on the Rise of the Corporate Mind in Composition Teaching. Revised.
10p. 1mf. L2 ED 286 207
Budzinski, Elisabeth
Bergsteigen in den Alpen (Mountain Climbing in the Alps).
6p. 1mf. L1 ED 286 358
Deutscher Fussball (German Football).
6p. 1mf. L1 ED 286 359
Burgess, Carol A.
Five Lines for Sixth Grade. (A Lesson Model for Teaching the Writing of the Cinquain Poem to Sixth Grade Students.).
9p. 1mf. L1 ED 286 179
Burgess, Robert G.
Sociology, Education and Schools: An Introduction to the Sociology of Education.
273p. mf. L3 ED 286 963
Burkett, Charles W.
Relationship of Student Achievement and Characteristics in Two Selected School Facility Environmental Settings.
15p. 1mf. L1 ED 286 278
Burnett, Charles K.
Longitudinal Study of Maternal Psychosocial Characteristics and Child School Adaptation.
15p. 1mf. L1 ED 286 628
Burns, Gary
Trouble with Internships.
17p. 1mf. L1 ED 286 222
Burns, Patricia E., Comp.
Adult Literacy and Technology Conference Proceedings (University Park, Pennsylvania, June 4-7, 1987).
73p. 1mf. L2 ED 286 066
Busch, Sharman
Motor Performance of Women as a Function of Age and Physical Activity Level.
20p. 1mf. L1 ED 286 871
Butler, John
Collection Building vs. Document Delivery: An Evaluation of Methods To Provide NTIS Documents in an Academic Engineering Library.
82p. 1mf. L1 ED 286 510
Cahan, Sorel
Homogeneity of School Achievement.
14p. 1mf. L1 ED 286 915
Improving the Validity of Classification Decisions on the Basis of Competency Test Performance by Means of Self Correction.
12p. 1mf. L1 ED 286 912
Cahn, Lorynne D.
Teaching Piano Students with Learning Disabilities.
16p. 1mf. L1 ED 286 298
Cain, Gary K.
Asbestos: From Beginning to End.
21p. 1mf. L1 ED 286 279
Caldwell-Wood, Naomi
ERIC SilverPlatter: Is It User Friendly?
26p. 1mf. L1 ED 286 522
Calvert, Steven L.
Alumni Continuing Education.
311p. mf. L3 ED 286 397
Camayd-Freixas, Yohel
Quantitative Analysis of Curriculum Effectiveness: 1986.
331p. 4mf. L1 ED 286 892
Camerman, Virginia T.
Survey of 154 Randomly Selected Libraries in the State of New York Concerning Their Acquisition and Treatment of Computer Software.
177p. 2mf. L1 ED 286 506
Campbell, Mary A.
Dealing with Dropouts: The Urban Superintendents' Call to Action.
90p. 1mf. L1 ED 286 992
Canner, Jane
Equating of 1985 to 1986 Citywide Reading and Mathematics Tests.
61p. 1mf. L1 ED 286 903
Cannings, Terence R.
Model Code of Ethics for the Use of Computers in Education.
21p. 1mf. L1 ED 286 461
Carlson, Betty Clark
Steps to Independence: A Resource Guide for Parents of Young Children.
59p. 1mf. L1 ED 286 651
Carlson, Wayne E.
Keeping Healthy During Stressful Times. A Guide for 4-H Community Club Leaders.
15p. 1mf. L1 ED 286 095
Carpenter, Don A., Ed.
Focus: A Forum on Teaching and Learning in Utah Community Colleges, Volume VI.
38p. 1mf. L1 ED 286 544
Carpenter, Judi
Trends in Bachelors and Higher Degrees, 1975-1985.
48p. 1mf. L1 ED 286 420
Carragee, Kevin M.
Media Frames and the Definition of a Foreign Social Movement.
46p. 1mf. L1 ED 286 239
Carter, David A.
INSA Hand Puppet Training Manual: Involving U.S. Citizens in a Puppetmaking Project To Enhance the Use of Educational Puppet Theater in Developing Nations.
58p. 1mf. L2 ED 286 788
Cashin, William E.
Are Students Ratings of Different Academic Fields Different?
14p. 1mf. L1 ED 286 935
Cashman, Kristin
Transferring Relevant Farm Technology to Students from Less Industrialized Countries.
18p. 1mf. L1 ED 286 665
Castro, Jesus
Bilingual Microcomputer Business Skills Course. Vol. III. Joint Lesson 15-19.
221p. 3mf. L1 ED 286 025
Bilingual Microcomputer Business Skills Course. Vol. II. Joint Lesson 8-14.
323p. 4mf. L1 ED 286 024
Bilingual Microcomputer Business Skills Course. Vol. I. Joint Lesson 1-7.
387p. 5mf. L1 ED 286 023
Catell, Grace Manion
Community Health Nursing Curriculum. Components in Baccalaureate Nursing Education.
19p. 1mf. L1 ED 286 414
Catron, Carol
Researchers at the Center: Suggestions for Early Childhood Educators.
18p. 1mf. L1 ED 286 647
Cavey, Diane Walton
Dysgraphia: Why Johnny Can't Write: A Handbook for Teachers and Parents.
48p. 1mf. L2 ED 286 339
Chaiklin, Seth
Emerging Consensus in Novice Physics Problem Solving Research.
20p. 1mf. L1 ED 286 733
Chambasian, Susan M.
Development, Implementation and Evaluation of a Revised Physical Education Program for Wm. Horlick High School.
118p. 2mf. L1 ED 286 823
Chan, Marilyn M.
Maternal Attachment Behaviors with Adopted and Birth Infants.
15p. 1mf. L1 ED 286 588
Chang, Kathryn L.
Occupational Literacy and/or Literacy in the Workplace.
24p. 1mf. L1 ED 286 044
Chang, Lin
Comparison of Three Integrative Review Methods: Different Methods, Different Findings?
24p. 1mf. L1 ED 286 911
Chapman, James W.
Academic Self-Concept of Gifted and Average Achieving Students: A Two Year Study.
23p. 1mf. L1 ED 286 300
Cherry, Florence
Caring for Young Children: Teen Notebook.
76p. 1mf. L2 ED 286 642
Caring: A Guide for 4-H Leaders and 4-H Club Members in 4-H Community Development Projects.
101p. 2mf. L2 ED 286 641
Cherry, Florence J.
Working with Single-Parent Families: A Manual for Conducting Workshops with Single Parents. A Facilitator's Guide.
293p. 4mf. L2 ED 286 616
Chew, Charles R.
Whole Language: Not the Sum of Its Parts.
16p. 1mf. L1 ED 286 181
Chico, Innette Mary
VA and HRS Local Coordination of Florida's Home-Based Services to the Elderly.
26p. 1mf. L1 ED 286 113
Christensen, Doran
Look at the Rationale for Practicality in Teacher Education.
11p. 1mf. L1 ED 286 876
Chubb, John E.
Dilemma of Public School Improvement.
35p. 1mf. L1 ED 286 269
Citti, Lori A.
Teaching about the Soviet Union. ERIC Digest No. 42.
4p. 1mf. L1 ED 286 818

Clariana, Roy B.
Malawi 1984 Final Training Report. Volume I: Administrative Summary. Volume II: Details of Sessions and Experiences.
280p. 3mf. L1 ED 285 968
Clark, Kathleen
ASQ: Asking Significant Questions. Alternative Tools for Information Need and Accountability Assessments by Libraries.
428p. 5mf. L1 ED 286 519
Clark, Miriam B., Ed.
Leadership Education '87: A Source Book for Those Planning Programs and Teaching Courses in Leadership.
457p. 5mf. L2 ED 286 398
Clark, Reginald M.
Guidance and Counseling in Urban Schools: Reform Issues for Policy Makers and Program Planners.
17p. 1mf. L1 ED 286 081
Clegg, Victoria L.
Are Students Ratings of Different Academic Fields Different?
14p. 1mf. L1 ED 286 935
Clement, John
Generation of Spontaneous Analogies by Students Solving Science Problems.
14p. 1mf. L1 ED 286 758
Method Experts Use To Evaluate the Validity of Models Used as Problem Representations in Science and Mathematics.
26p. 1mf. L1 ED 286 744
Observed Methods for Generating Analogies in Scientific Problem Solving.
43p. 1mf. L1 ED 286 746
Using Analogical Reasoning to Deal with "Deep" Misconceptions in Physics.
20p. 1mf. L1 ED 286 745
Clemons, Michael L.
Data Base Development for Effective Enrollment Management.
33p. 1mf. L1 ED 286 400
Clinton, Jan
Integration of Study Skills into a Distance Education History Course.
8p. 1mf. L1 ED 286 434
Cloud, Gayla Staples
Cost and Search Result Comparisons of BRS After Dark and Knowledge Index.
15p. 1mf. L1 ED 286 520
Coady, William T., Ed.
Report of the Proceedings of the Conference on the Future World of Work (St. Louis, Missouri, October 12, 1984).
92p. 1mf. L1 ED 285 984
Coburn, Louisa
Teacher Competency Testing. ERIC Digest.
4p. 1mf. L1 ED 286 944
Cody, Carolyn
Women in Sport--The Beat Goes On. The Colorado Model: Addressing the Declining Number of Women Leaders in Sport.
7p. 1mf. L1 ED 286 824
Coe, John
Children Come First.
17p. 1mf. L1 ED 286 652
Coffin, Gregory C.
Computer as a Tool in SAT Preparation.
16p. 1mf. L1 ED 286 932
Cohen, Nora
Improving the Validity of Classification Decisions on the Basis of Competency Test Performance by Means of Self Correction.
12p. 1mf. L1 ED 286 912
Cohn, Marilyn M.
Teachers' Perspectives on the Problems of Their Profession: Implications for Policymakers and Practitioners.
67p. 1mf. L1 ED 286 828
Coladarci, Theodore
Using School Climate Assessments: An Approach to Collaborative School Improvement.
12p. 1mf. L1 ED 286 277
Colbert, Kent R.
Effects of CEDA and NDT Debate Training on Critical Thinking Ability.
19p. 1mf. L1 ED 286 228
Stock Approach to Value Debate.
14p. 1mf. L1 ED 286 229
Colby, Anita
Controversies Surrounding Developmental Education in the Community College. ERIC Digest.
6p. 1mf. L1 ED 286 557
Comer, James P.
Psychosocial and Academic Effects of an Intervention Program among Minority School Children.
20p. 1mf. L1 ED 286 946
Connolly, Jennifer
Negotiation and Enactment in Social Pretend Play: Relations to Social Acceptance and Social Cognition.
24p. 1mf. L1 ED 286 630
Connolly, Olga, Ed.
Workplace Literacy. Essays from the Model Literacy Project.
374p. 4mf. L1 ED 286 068
Connor, Ethel Lynne
Evaluation of the Media Services Program.
102p. 2mf. L1 ED 286 485
Cook, Nancy R.
On the Front Lines: A Comparison of Reading Instruction Programs in Two South Carolina Schools.
33p. 1mf. L1 ED 286 155
Cooksey, Ray W.
Relationship between Self-Estimates of Vocational Interests and Inventory Scores.
63p. 1mf. L1 ED 286 029
Cooney, Margaret
Networking Evaluation: A Creative Approach to Assessment.
8p. 1mf. L1 ED 286 917
Cooper, Judith A.
Preschool Evaluation Report: Year 1 Report.
62p. 1mf. L1 ED 286 337
Copeland, Gary A.
Against the Bureaucratization of Criticism.
17p. 1mf. L1 ED 286 251
Copley, Paul
Schooling a More Productive Workforce: What Can We Learn from the Japanese?
20p. 1mf. L1 ED 286 774
Corbosiero, Louis J., Jr.
Teaching of Grade 7 Geometric Concepts Using LOGO.
162p. 2mf. L1 ED 286 715
Craig, Mary E.
To Report or Not To Report: Further Studies of Mental Health Professionals and Child Abuse.
11p. 1mf. L1 ED 286 140
Crawley, Brenda
Mature/Older Job Seeker's Guide.
131p. 2mf. L2 ED 286 003
Cross, Robert D.
Social History: A Summer Institute for High School United States History Teachers (Charlottesville, Virginia, June 13-27, 1983).
18p. 1mf. L1 ED 286 816
Cruthird, J. Robert L.
Remedial/Developmental Instructions in an Actual Classroom Situation: Interfacing Social Science, English, and Reading.
34p. 1mf. L1 ED 286 978
Cubberley, Carol W.
Examination and Analysis of Circulation Patterns in the Nursing Books of an Academic Library.
21p. 1mf. L1 ED 286 532
Investigation into the Correlation between Book Circulation and Journal Use in the Science and Technology Section of an Academic Library.
14p. 1mf. L1 ED 286 533
Cudaback, Dorothea
It Matters if They Read: Evaluation of Ten Age-Paced Parent Education Home Learning Programs.
9p. 1mf. L1 ED 286 164
Cummings, Melbourne S.
Teaching the Black Rhetoric Course.
27p. 1mf. L1 ED 286 183
Curtis, P. A.
Measuring Computer Literacy in Colleges of Agriculture: Results, Conclusions and Implications.
30p. 1mf. L1 ED 286 474
Cyert, Richard M., Ed.
Technology and Employment. Innovation and Growth in the U.S. Economy.
238p. 3mf. L2 ED 286 063
Dalton, Jon C.
Influence of Peer Culture on College Student Values.
16p. 1mf. L1 ED 286 115
Dana, Dudley
Alcoholism as a Discrete Personality Variable: Implications for its Heritability and Treatment.
17p. 1mf. L1 ED 286 121
Dancy, Joseph, Jr.
Mature/Older Job Seeker's Guide.
131p. 2mf. L2 ED 286 003
Daniel, Arlie V.
Oklahoma Speech/Drama Teacher Preparation.
24p. 1mf. L1 ED 286 230
Daval, Nicola, Ed.
NCIP: Means to an End. Minutes of the Meeting of the Association of Research Libraries (109th, Washington, D.C., October 22-23, 1986).
132p. 2mf. L1 ED 286 502
Davenport, James M.
Peer Social Behavior in Preschool Hearing Impaired Children: Comparisons and Models.
39p. 1mf. L1 ED 286 297
Davis, Cheryl
Recognition of Melodies by Humans and by Machine.
25p. 1mf. L1 ED 286 476
Davis, Ken, Ed.
Literacy and Locality.
74p. 1mf. L1 ED 286 193
Davis, Phyllis
Criteria for Excellence for School Library Programs.
11p. 1mf. L1 ED 286 504
de Armas, Maria P.
Facilitating the Collection and Dissemination of Information to Parents of Children in a Child Care Program.
90p. 1mf. L1 ED 286 646
de Klerk, Len F. W.
Role of Prior Experience in Learning from Instruction.
8p. 1mf. L1 ED 286 931
de Miranda, John
Employee Assistance Program Cost Containment through the Utilization of Community-Based, Social Model Treatment Providers.
9p. 1mf. L1 ED 286 133
San Mateo County's Server Information Program (S.I.P.): A Community-Based Alcohol Server Training Program.
13p. 1mf. L1 ED 286 132
DeCooke, Peggy A.
Effects of Familiarity on the Success of Children's Help-Seeking.
21p. 1mf. L1 ED 286 640
Toddler Help-Seeking as a Function of Age and Social Context.
14p. 1mf. L1 ED 286 636
DeFigio, Nicholas
Impact of a District-Wide Staff Development Effort on Secondary School Principals' Perceptions of Their Role.
22p. 1mf. L1 ED 286 267
Dembo, Myron H.
Applying Educational Psychology in the Classroom. Third Edition.
571p. mf. L3 ED 286 854
Dennison, Deborah Anne
High School-Community College Collaboration. ERIC Digest.
6p. 1mf. L1 ED 286 559
Dennison, Donna
Grants for Teachers: A Way to Finance Innovative Ideas.
14p. 1mf. L1 ED 286 879
Dervin, Brenda
ASQ: Asking Significant Questions. Alternative Tools for Information Need and Accountability Assessments by Libraries.
428p. 5mf. L1 ED 286 519
Desjardins, Linda A.
But I Just Said That. Weren't You Listening?
10p. 1mf. L1 ED 286 245
Speech and Technical Writing: A Combined Approach.
16p. 1mf. L1 ED 286 227
Detterman, Douglas K.
Professional Interests and Scholarly Productivity of Clinical Psychology Graduate Students.
31p. 1mf. L1 ED 286 130
Deusen-Henkel, Jenifer Van
Programs That Work: Early Childhood Education Plan Continuing Programs.
18p. 1mf. L1 ED 286 643
Dewalt, Mark W.
Reading on Television?
16p. 1mf. L1 ED 286 490
Diez, Mary E.
Knowledge Base: Issues for Liberal Arts Colleges. AILACTE Occasional Paper No. 7.
11p. 1mf. L1 ED 286 833
Dillinger, LaRane P.
Dropout Prevention Model, Baldwyn High School, Baldwyn, Mississippi.
11p. 1mf. L1 ED 286 262
Disinger, John F.
Cognitive Learning in the Environment: Secondary Students. ERIC/SMEAC Environmental Education Digest No. 1, 1987.
3p. 1mf. L1 ED 286 756
Dodd, William M.
Talking into Writing: Exercises for Basic Writers.
69p. 1mf. L1 ED 286 200
Donahue, Maryellen F.
Quantitative Analysis of Curriculum Effectiveness: 1986.
331p. 4mf. L1 ED 286 892
Donaldson, Gordon A., Jr.
Using School Climate Assessments: An Approach to Collaborative School Improvement.
12p. 1mf. L1 ED 286 277
Doney, Judith V.
Biomedical Techniques for Post Head Trauma Victims.
6p. 1mf. L1 ED 286 330
Donn, Michael
Closing the Loop--Improving Energy Management in Schools. Energy Research Group Report.
117p. 2mf. L1 ED 286 274
Dornbusch, Sanford M.
Relation of High School Academic Performance and Student Effort to Language Use and Recenty of Migration among Asian- and Pacific-Americans.
45p. 1mf. L1 ED 286 973
Douthitt, Frieda
Strengthening Academics in Vocational-Technical Education in Ohio.
32p. 1mf. L1 ED 286 078
Doyle, Anna-Beth
Negotiation and Enactment in Social Pretend Play: Relations to Social Acceptance and Social Cognition.
24p. 1mf. L1 ED 286 630
Duckman, Robert
Relation of Infant Vision to Early Cognitive and Language Status.
50p. 1mf. L1 ED 286 294
Duea, Joan
Black History: African Heritage, American Heritage.
66p. 1mf. L2 ED 286 803
Duff, Ogle B., Ed.
Equity and Excellence: A Response to "A Nation at Risk." Delaware Spring Regional Workshop (Wilmington, Delaware, May 2-3, 1984).
96p. 1mf. L1 ED 286 965
Dunafon, Donna
Missouri LINC Assistive Device Service.
5p. 1mf. L1 ED 286 321
Duncan, Dvenna A.
Field Based Model for Delivery of Preservice and Inservice Training for International School District Personnel in Remote Areas.
10p. 1mf. L1 ED 286 837
Duncan, Verne A.
Kindergarten Issues: A Position Paper.
27p. 1mf. L1 ED 286 598
Dunham, Trudy
Learning Disabled College Writers Project, Evaluation Report, 1985-86.
80p. 1mf. L1 ED 286 188
Dunn, Kathleen
Practice of Feminist Teaching: A Case Study of Interactions among Curriculum, Pedagogy, and Female Cognitive Development. Working Paper No. 144.
69p. 1mf. L2 ED 286 880
Dyson, Deborah S.
Parents' Roles and Responsibilities in Indian Education. Fact Sheet.
4p. 1mf. L1 ED 286 704
Utilizing Available Resources at the Local Level. Fact Sheet.
4p. 1mf. L1 ED 286 702
Ealy, James L., Jr.
Chemical Demonstrations: A Sourcebook for Teachers. Volume 1.
186p. 2mf. L2 ED 286 722
Ediger, Marlow
Laser Videodiscs and the Curriculum.
16p. 1mf. L1 ED 286 492
Using the School Library.
15p. 1mf. L1 ED 286 507
Edwards, John
Situational Influences on Self and Other Perceptions of Femininity and Masculinity.
10p. 1mf. L1 ED 286 092
Egly, Nancy J.
Career Development for Persons with Learning Disabilities. Postsecondary Intervention Model for Learning Disabilities. Study Manual #5.
21p. 1mf. L1 ED 286 312
Self-Advocacy and Assertiveness for the Learning Disabled College Student and How To Use Self-Advocacy Skills. Postsecondary Intervention Model for Learning Disabilities. Study Manual #4 and Study Manual #4, Part II.
24p. 1mf. L1 ED 286 311
Einspruch, Eric
Study of Traditional Circle Games of Five-Year-Old United States Public School Kindergarten Children.
18p. 1mf. L1 ED 286 638
Eisner, Elliot W.
Arts, Language and the Schools.
9p. 1mf. L1 ED 286 806
El-Khawas, Elaine
Campus Trends, 1987. Higher Education Panel Report Number 75.
52p. 1mf. L1 ED 286 402
Elliot, Norbert
Responding to Section III of the Southern Association's "Criteria for Accreditation": A Working Paper.
34p. 1mf. L1 ED 286 430
Elwan, Nour Eldin
Education in Ancient and the Present Egypt: From 4000 B.C. to A.D. 1983.
26p. 1mf. L1 ED 286 780
Englander, Nancy
Collaborations for Literacy. An Intergenerational Reading Project. Administrator's Handbook.
173p. 2mf. L1 ED 285 969
Enneking, Christine
Situational Influences on Self and Other Perceptions of Femininity and Masculinity.
10p. 1mf. L1 ED 286 092
Eriksen, Michael P.
Cancer Prevention Programs in the Workplace. WBGH Worksite Wellness Series.
68p. 1mf. L2 ED 286 009
Ettelt, Harold
New Books, and Those Previously Used, Lead the Band, by a Lot.
9p. 1mf. L1 ED 286 526
Evans, Joanna, Comp.
Asbestos. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 760
Career Opportunities in Science and Technology. LC Science Tracer Bullet.
11p. 1mf. L1 ED 286 761
Ewbank, H. L.
Case Studies of the AIA Movement.
12p. 1mf. L1 ED 286 213
Faddis, Constance R.
Study of Job Clubs for Two-Year College Students with Learning Disabilities.
220p. 3mf. L1 ED 286 026
Fahy, P.
Some Outcomes of an Employment-Oriented Post-Secondary Training Program for Educably Mentally Handicapped Adults.
28p. 1mf. L1 ED 286 069
Faibisoff, Sylvia G.
Position Paper on Continuing Education within the Profession of Library and Information Science.
30p. 1mf. L1 ED 286 514
Fallon, Irmie
Dealing with Feelings and A District-Wide Writing Assessment.
11p. 1mf. L1 ED 286 192
Feasley, Charles E., Comp.
Distance Education: Index to ERIC Papers, 1966-1985. Volume One: ED Documents.
55p. 1mf. L1 ED 286 497
Ferguson, Janice
Using an Integrated Model Incorporating Material Modification and Direct Teaching to Remediate an At-Risk Student.
20p. 1mf. L1 ED 286 878
Fiedorowicz, C. A. M.
Evaluation of the Effectiveness of Computer-Assisted Component Reading Subskills Training. Education and Technology Series.
236p. 3mf. L1 ED 286 163
Finkelstein, Judith M.
Social Studies in Kindergartens: A Status Report.
37p. 1mf. L1 ED 286 814
Fireman, Gary
Children's Awareness of Actions: Getting a Hand on Consciousness.
20p. 1mf. L1 ED 286 589
Fisher, Constance Q.
Nontraditional Options in Training for Employment. Final Report from July 1, 1986 to June 30, 1987.
32p. 1mf. L1 ED 285 999
Fisiak, Jacek, Ed.
Papers and Studies in Contrastive Linguistics. Volume Twenty.
169p. 2mf. L1 ED 286 369
Flanagan, Malcolm
Missouri LINC Assistive Device Service.
5p. 1mf. L1 ED 286 321
Flaxman, Erwin
Lowering the Dropout Rate: The Experiences of Urban Superintendents.
73p. 1mf. L1 ED 286 966
Fleet, Jim
America Past. Teacher's Guide. Sixteen 15-Minute Programs on the Social History of the United States for High School Students.
51p. 1mf. L2 ED 286 819
Fleming, Jean
American Nanny: Opportunities, Training and Placement.
14p. 1mf. L1 ED 286 622
Fleming, Reg
Technological Literacy. A Common Essential Learning for Saskatchewan Students.
68p. 1mf. L1 ED 286 737
Fookson, Maxine
Child Day Care Health Handbook.
86p. 1mf. L1 ED 286 617
Forst, Edmund, Jr.
Child to Parent Disclosure, General-Disclosiveness, and Loneliness.
16p. 1mf. L2 ED 286 212
Forster, Fred
Riding the Rasch Tiger. Part 1: Laying the Item Bank Foundation (Paul Volker Would Approve).
38p. 1mf. L1 ED 286 921
Forsyth, Dolores I.
College Planning Information for Seniors, 1987-88.
25p. 1mf. L1 ED 286 136
Fort, Inza L.
You Are What Advertisers Want You To Eat.
13p. 1mf. L1 ED 286 857
Fowell, Nancy
Dependencies between Teacher-Child and Child-Child Contingent Verbal Behaviors in Two Preschool Programs.
32p. 1mf. L1 ED 286 661
Description of Teacher and Child Language in Two Preschool Programs.
34p. 1mf. L1 ED 286 657
Francis, Eileen
Values and Commitments Underlying Discussion. Professional Development on Discussion: Group Images in Action.
14p. 1mf. L1 ED 286 841
Franco, Fabia
Implicit Causality in Verbal Descriptions of Adult-Infant Interaction.
15p. 1mf. L1 ED 286 660
Franklin, Margaret
Reaching Math Potential.
178p. 2mf. L1 ED 286 709
Frear, Ruth A., Ed.
Proceedings of the Symposium on Public Access to Federal Government Information (Salt Lake City, Utah, February 7, 1986).
83p. 1mf. L1 ED 286 516
Freed, Chester W.
Report of the Statewide High School Post-Graduate Survey, Class of 1986.
55p. 1mf. L1 ED 286 429
Freedman, Carol
Developing Healthy Companies through Human Resources Management. WBGH Worksite Wellness Series.
66p. 1mf. L2 ED 286 012
Freiberg, H. Jerome
External Influences on School Climate.
21p. 1mf. L1 ED 286 275
Friedel, Janice N.
Labor Market Assessments: An Essential Data Element for Program Development and Evaluation.
110p. 2mf. L1 ED 286 033
Friedman, Brenda G.
Test Preparation and Test Taking Techniques. Postsecondary Intervention Model for Learning Disabilities. Study Manual #1.
19p. 1mf. L1 ED 286 308
Word Study: A Problem-Solving Strategy for Reading Comprehension. Postsecondary Intervention Model for Learning Disabilities. Study Manual #2.
21p. 1mf. L1 ED 286 309
Writing: The Research Paper. Postsecondary Intervention Model for Learning Disabilities. Study Manual #3.
17p. 1mf. L1 ED 286 310
Frillmann, Louis W.
Special Students, Technology, and Basic Skills Education.
8p. 1mf. L1 ED 286 331
Fuller, Jack W.
Collective Communications: A Prescription for Success.
14p. 1mf. L1 ED 286 257
Galambos, Eva C.
Higher Education Administrative Costs: Continuing the Study.
90p. 1mf. L1 ED 286 460
Galejs, John
Preservation Planning Program. Study Report. Iowa State University Library. Final Report.
48p. 1mf. L2 ED 286 503
Gallagher, Karen, S.
Chapter ONe Program in Community High School District #218: A Third Party Evaluation.
86p. 1mf. L1 ED 286 948
Galpin, Tim
Is It Really a Man's World? Male and Female Outdoor Adventure Leaders Rate Their Competency.
15p. 1mf. L1 ED 286 690
Gambell, Trevor J.
Communication across the Curriculum: A Common Essential Learning for Saskatchewan Students. A Study Completed for Saskatchewan Education Core Curriculum Investigation Project. Summary Paper.
69p. 1mf. L1 ED 286 221
Gannon, John F.
Increasing Effects of Computers on Education.
12p. 1mf. L1 ED 286 498
Garden, Robert A.
Second IEA Mathematics Study. Sampling Report.
229p. 3mf. L1 ED 286 708
Garriott, L. Aileen
Therapeutic Services for Hispanic Families in Transition.
9p. 1mf. L1 ED 286 145
Garvar-Pinhas, Adrienne
Adminstrators' and Teachers' Attitudes Toward Mainstreaming.
26p. 1mf. L1 ED 286 296
Gary, Lee P.
Analysis of the Non-Promotion of Regular Students Enrolled in Elementary Public Education in Louisiana during the 1983-84 to 1985-86 School Sessions.
44p. 1mf. L1 ED 286 949
Comparative Analysis of Non-Promotions in the Top Eight Major Public School Districts of Louisiana During the School Years of 1983-84 to 1985-86.
50p. 1mf. L1 ED 286 950
Gates, William A.
Creating a Database for Demographic Research: A Case Study.
14p. 1mf. L1 ED 286 908
Gattiker, Urs E.
Career Success: An Exploratory Study of Managers.
27p. 1mf. L1 ED 286 099
Technological Innovation and Strategic Human Resource Management: Developing a Theory.
38p. 1mf. L1 ED 286 100
Gaudy, Teresita E.
Second Phase of an Experimental Project To Help Single Parents and Displaced Homemakers with Their Attitudinal, Behavioral Changes and Vocational Guidance. Final Report from September 9, 1986 to June 30, 1987.
31p. 1mf. L1 ED 285 991
Geipel, Robert
Schools, Space and Social Policy: Educational Provision for the Children of Migrant Workers in Munich. International Monographs in Community and Educational Policy Studies.
47p. mf. L3 ED 286 662
Gerlach, Gail J.
Effect of Typing Skill on Using a Word Processor for Composition.
21p. 1mf. L1 ED 286 465
Gerris, Jan R. M.
Parental Discipline Behaviors, Subjective Parental Situation Perceptions and Objective Characteristics of Discipline Situations.
13p. 1mf. L1 ED 286 659
Gilman, David Alan
Educational Effects of the Introduction of a State Supported Program of Smaller Classes. A Study of the First Year of Indiana's Project PRIME TIME and Its Effects on Test Results (1984-85). A Comprehensive Analysis.
15p. 1mf. L1 ED 286 842
Gilmer, Jerry S.
Effects of Test Disclosure on Linear Equating Relationships under the Common Item Nonequivalent Groups Design.
29p. 1mf. L1 ED 286 907
Gittman, Betty
Secretary's Discretionary Program: Planning Grant To Develop Teacher Incentive Projects. Final Report. Support for Innovative Teacher Projects.
32p. 1mf. L1 ED 286 847
Glanz, Karen
Nutrition Programs in the Workplace. WBGH Worksite Wellness Series.
42p. 1mf. L2 ED 286 014
Glock, Nancy Clover
Course Standards Handbook.
254p. 3mf. L1 ED 286 567
Gold, Milton J.
Passing the Torch: Retired Teachers as Mentors for New Teachers.
54p. 1mf. L1 ED 286 863
Goldberg, Wendy A.
Working Parents' Expectations and Perceptions of Their Young Children.
13p. 1mf. L1 ED 286 615
Gordon, Bill, Comp.
Health and Personal Life Skills 1987 Curriculum: Junior High School Teacher Resource Manual.
231p. 3mf. L1 ED 286 126
Gore, Deborah, Ed.
Regionalist Art and Literature.
25p. 1mf. L1 ED 286 778
Gottlieb, Karen
Secretary's Discretionary Program: Planning Grant To Develop Teacher Incentive Projects. Final Report. Support for Innovative Teacher Projects.
32p. 1mf. L1 ED 286 847
Gouran, Dennis S.
Inferential Judgments Affecting the Decision-Making Process in the Attorney General's Commission on Pornography.
34p. 1mf. L1 ED 286 244
Green, Kenneth C.
College Costs and Student Aid.
10p. 1mf. L1 ED 286 424
Greenfield, Susan D.
Improving Math Performance through a Peer Tutoring Program.
29p. 1mf. L1 ED 286 735
Greenstreet, Robert W.
Researching Sex Roles in Human Communication: An Annotated Bibliography.
19p. 1mf. L2 ED 286 237
Greenwell, Lynette, Ed.
Job Corps GED Competencies Program Guide. ETA Handbook No. 324.
494p. 6mf. L1 ED 286 005
Griffin, Richard A.
Professor-Practitioner Designed Inservice Science Education.
20p. 1mf. L1 ED 286 764
Gruskins, Susan J.
Dealing with Dropouts: The Urban Superintendents' Call to Action.
90p. 1mf. L1 ED 286 992
Guidubaldi, John
Home Environment Factors as Predictors of Child Adjustment in Mother-Employed Households: Results of a Nationwide Study.
26p. 1mf. L1 ED 286 581
Haag-Mutter, Priscilla
Career Indecision.
20p. 1mf. L1 ED 286 143
Learning Theories, Career Development Theories, and Their Applications at Two-Year Colleges.
52p. 1mf. L1 ED 286 142
Haggerty, Maxine R., Ed.
Proceedings of the Symposium on Public Access to Federal Government Information (Salt Lake City, Utah, February 7, 1986).
83p. 1mf. L1 ED 286 516
Haignere, Clara S.
Planned Parenthood Harris Poll Findings: Teens' Sexuality Knowledge and Beliefs.
38p. 1mf. L1 ED 286 086
Halasz, Hisako, Comp.
Biological and Health Effects of Electromagnetic (Nonionizing) Radiation. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 762
Hall, Susan M.
Using the Appleworks Word Processor (A Self-Paced Manual).
27p. 1mf. L1 ED 286 477
Hall, William C.
Continuing Education Needs of Academic Staff. Full-Time TAFE College Lecturers.
88p. 1mf. L1 ED 286 061
Hall, William C., Ed.
Research and Development Digest--2. A Summary of Published Research by the Centre for the Period 1 July, 1986 - 30 June, 1987.
66p. 1mf. L1 ED 286 054

Hall, William, Ed.
Teaching in a TAFE College.
259p. 3mf. L1 ED 286 056

Hambric, Jacqueline
Cost and Search Result Comparisons of BRS After Dark and Knowledge Index.
15p. 1mf. L1 ED 286 520

Hamburg, David A.
Preparing for Life: The Critical Transition of Adolescence.
14p. 1mf. L1 ED 286 587

Hamilton, James B.
Handbook on Mainstreaming Handicapped Students in Vocational Education. Second Edition.
33p. 1mf. L1 ED 286 079

Hamlett, Ralph A.
Rhetorical Icon: Toward an Iconological Theory of U.S. Foreign Policy.
23p. 1mf. L1 ED 286 231

Hampton, Vickie L., Ed.
American Council on Consumer Interests Annual Conference Proceedings (33rd, Denver, Colorado, April 1-4, 1987).
425p. 5mf. L2 ED 286 052

Hansen, Kenneth H.
Statewide Education Databases: Policy Issues. Discussion Draft.
16p. 1mf. L1 ED 286 256

Harmon, Hobart L.
Learning and Memory: Implications for Teaching Adults. A Background Paper on Teaching Adults Prepared for Public Service Instructors, Vocational Teachers, and Vocational Administrators in West Virginia.
20p. 1mf. L1 ED 286 042
Teaching and Serving Adults through Vocational-Technical Education.
31p. 1mf. L1 ED 286 043

Harnish, Dorothy
Focus on Faculty: A Report on Professional Development at Niagara County Community College 1985-86.
23p. 1mf. L1 ED 286 570

Harris, Jeff E.
Cognition in Counseling: Integrating Two Theoretical Approaches.
42p. 1mf. L1 ED 286 141

Harris, Robert C.
Factors Influencing Vocational Teachers' Mid-Life Career Decisions.
17p. 1mf. L1 ED 286 035

Harrison, Helen P.
Archival Appraisal of Sound Recordings and Related Materials: A RAMP Study with Guidelines.
98p. 2mf. L2 ED 286 538

Harrison, William C.
Complexities in the Evaluation of Principals: The Relationship between Satisfaction with Evaluation Processes, Criteria, and Sources of Information.
31p. 1mf. L1 ED 286 276

Hartsock, Ralph, Comp.
Microforms in Series Union List.
25p. 1mf. L1 ED 286 525

Hasnain, S. Imtiaz
Lexical Modernization and Its Socio-Linguistic Effects: A Case from Indian Urdu.
27p. 1mf. L1 ED 286 375

Hattori, Takahiko
Teaching Logical Organization of Ideas in English.
19p. 1mf. L1 ED 286 364

Hawkins, Joellen W.
Reflections on the Status of Women Faculty: Part-Timers in Baccalaureate Nursing Programs.
20p. 1mf. L1 ED 286 411

Hawrysz, Ilse
Bergsteigen in den Alpen (Mountain Climbing in the Alps).
6p. 1mf. L1 ED 286 358
Deutscher Fussball (German Football).
6p. 1mf. L1 ED 286 359
Volkstanze (Folk Dances).
27p. 1mf. L2 ED 286 362

Hawthorne, Elizabeth M.
Formal Recognition of Employer-Sponsored Instruction: Conflict and Collegiality in Postsecondary Education. ASHE-ERIC Higher Education Report No. 3, 1987.
128p. 2mf. L1 ED 286 437

Hayton, Geoff
Occupational Clusters of the Engineering Technical Workforce: Summary Report.
27p. 1mf. L1 ED 286 059

Heald, Jane D.
Families and Aging: Resources for Individuals and Groups.
16p. 1mf. L1 ED 286 137

Heath, Robert W.
Identification of Priority Sites for Parent-Child Services. Working Paper.
28p. 1mf. L1 ED 286 626
Summary of Program Evaluation Results: 1985-1986 School Year Pre-Kindergarten Educational Program.
86p. 1mf. L1 ED 286 593

Heath, Robert W., Ed.
Proceedings: A Colloquium on the Assessment of the Outcomes of Preschool Programs (Honolulu, HI, May 8, 1985). Occasional Paper No. 14.
62p. 1mf. L1 ED 286 627

Hebbeler, Kathleen.
Preschool Evaluation Report: Year 1 Report.
62p. 1mf. L1 ED 286 337

Heesacker, Martin
Cognition in Counseling: Integrating Two Theoretical Approaches.
42p. 1mf. L1 ED 286 141

Heimler, Charles
Authoring Educational Software.
276p. 3mf. L2 ED 286 479

Heintz, Katharine E.
Examination of the Sex-Role and Occupational-Role Presentations of Female Characters in Award-Winning Children's Picture Books.
31p. 1mf. L1 ED 286 225

Hernandez, Ada B.
Increasing Fifth Grade Students' Writing Skills through the Use of Process Writing.
91p. 1mf. L1 ED 286 206

Hertz-Lazarowitz, Rachel
Friendship in the Context of Desegregated Schools in Israel.
51p. 1mf. L1 ED 286 968

Hester, Maureen P.
Humor Assessment: From May to December.
21p. 1mf. L1 ED 286 093

Hildesheimer, Francoise
Processing of Architects' Records. A Case-Study: France.
83p. 1mf. L2 ED 286 528

Hippler, Hans J.
Gender Gap in Attitudes toward Peace.
15p. 1mf. L1 ED 286 091

Hirschen, Bill
Video Vision. A Publication on Instructional Television, Video Production, and Distance Learning.
70p. 1mf. L1 ED 286 468

Hoag, Charles C.
On the Front Lines: A Comparison of Reading Instruction Programs in Two South Carolina Schools.
33p. 1mf. L1 ED 286 155

Hock, W. K.
Using Pesticides Safely. Special Circular 296.
13p. 1mf. L1 ED 286 671

Hodgson, Frank M.
Culture-Specific Institutions that Delayed the Growth of Common Schools in the Antebellum South, 1700-1860.
34p. 1mf. L1 ED 286 983

Hofer, Manfred
How Young People Interpret Teachers' Sanctions.
83p. 1mf. L1 ED 286 829

Hogan, Thomas P.
Measurement Implications of "A Nation at Risk." ERIC Digest.
4p. 1mf. L1 ED 286 943

Hollmann, Pauline, Comp.
Acid Rain. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 763

Holloway, Susan D.
Contrasting Childrearing Beliefs: Mothers and Preschool Teachers in Mexico.
39p. 1mf. L1 ED 286 614

Holt, Bess Gene
Iowa Family Day Care Handbook. 3rd Edition.
215p. 3mf. L1 ED 286 603

Holzman, Michael, Ed.
Workplace Literacy. Essays from the Model Literacy Project.
374p. 4mf. L1 ED 286 068

Hooper, P.
Computer Assisted Learning in Basic Adult Education. Commissioned Research.
14p. 1mf. L1 ED 286 062

Hooper, Stephen C.
Using Word Processors in High School and College Writing Instruction: A Critical Review of Current Literature.
16p. 1mf. L1 ED 286 203

Hopkins, Dianne McAfee
School Library Media Programs: A Resource and Planning Guide. Bulletin No. 7368.
89p. 1mf. L1 ED 286 529

House, William J.
Recognition of Melodies by Humans and by Machine.
25p. 1mf. L1 ED 286 476

Howard, Gary
Black American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
40p. 1mf. L2 ED 286 972

Howes, Janice
Classroom Presents the Constitution of the United States: A Story for Elementary School Children, and Materials for a Classroom Presentation of the Constitution of the United States: Script, Props, and Activities for Elementary School Children.
167p. 2mf. L2 ED 286 808

Howey, Kenneth R.
Case Studies of Elementary Teacher Preparation Programs in Six Schools and Colleges of Education. Preliminary Study Findings.
28p. 1mf. L1 ED 286 822

Howlett, Charles F., Ed.
Amityville: An Overview.
116p. 2mf. L1 ED 286 790

Hubchen, Jonathan
Selected Topics in Peace Corps Training.
14p. 1mf. L1 ED 286 667

Hughes, Barry
Modified Optacon: Towards an Educational Program.
8p. 1mf. L1 ED 286 326

Hughes, Robert, Jr.
Parenting on Your Own. Circulars 1245-1258.
110p. 2mf. L1 ED 286 629

Hughes, Sean
Impact of a District-Wide Staff Development Effort on Secondary School Principals' Perceptions of Their Role.
22p. 1mf. L1 ED 286 267

Hurov, Janet Torrisi
Study of the Relationship between Reading, Computational, and Critical Thinking Skills and Academic Success in Fundamentals of Chemistry.
8p. 1mf. L1 ED 286 569

Hursh, Heidi
World Food Day Curriculum, Grades 4-7.
25p. 1mf. L2 ED 286 793

Husak, William S.
Contextual Effects in an Educational Setting: An Example of Level Three Research.
19p. 1mf. L1 ED 286 832

Hutton, Jerry B.
Alternative Teacher Certification: Its Policy Implications for Classroom and Personnel Practice. Monograph No. 5.
120p. 2mf. L1 ED 286 264

Iacovou, Mary Susan
Does Computer Assisted Instruction Affect the Achievement of Third Graders in Library Skills?
55p. 1mf. L1 ED 286 464

Ingebo, George S.
Riding the Rasch Tiger. Part 2: Implications for District Testing Programs (Where the Rubber Meets the Road).
44p. 1mf. L1 ED 286 922

Ingels, Steven J.
Economic Attitudes and Attitude Change: The Impact of Economic Instruction in Early Adolescence.
35p. 1mf. L1 ED 286 797

Isaacs, Nigel
Closing the Loop--Improving Energy Management in Schools. Energy Research Group Report.
117p. 2mf. L1 ED 286 274

Ishii, Satoshi
Human Values in Intercultural Communication: Japan Compared to the U.S.A.
13p. 1mf. L1 ED 286 236

Ittzes, Kata
Closer Look at Cloze.
17p. 1mf. L1 ED 286 376

Jackson, DeForrest
Changes in United States Advertising 1976-1986 (a la Studs Terkel).
26p. 1mf. L1 ED 286 177

Jackson, Mary
Have a Bearable Summer: '86 Summer Reading Program Planning Manual.
74p. 1mf. L1 ED 286 147

Jackson, Mary, Ed.
Have a Bearable Summer-Read: An Activity Guide.
154p. 2mf. L1 ED 286 146
Your Library--Greatest Show of All! A Planning Manual.
94p. 1mf. L1 ED 286 148
Your Library--Greatest Show of All! Activity Manual.
272p. 3mf. L1 ED 286 160

Jacobs, Bella
Organizing a Literacy Program for Older Adults. Literacy Education for the Elderly Project.
76p. 1mf. L2 ED 286 001
Tutoring Older Adults in Literacy Programs. Literacy Education for the Elderly Project.
36p. 1mf. L2 ED 286 002
Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor. Literacy Education for the Elderly Project.
56p. 1mf. L2 ED 286 000

Jaffe, Dennis T.
Stress Management in the Workplace. WBGH Worksite Wellness Series.
38p. 1mf. L2 ED 286 021

James, Terry M
Perceived Role of Oklahoma Secondary School Principals in Collective Negotiations.
24p. 1mf. L1 ED 286 283

Janssens, Jan M. A. M.
Parental Discipline Behaviors, Subjective Parental Situation Perceptions and Objective Characteristics of Discipline Situations.
13p. 1mf. L1 ED 286 659

Jaret, Kathe
Stress Intervention Using Cognitive Principles.
7p. 1mf. L1 ED 286 090

Jarrell, Laura
Media Frames and the Definition of a Foreign Social Movement.
46p. 1mf. L1 ED 286 239

Johanson, Roger P.
Educational Computing and Cognitive Skills: Curricular Issues and Prolog Prospects.
27p. 1mf. L1 ED 286 463

Johnson-Greene, Douglas
Behavioral Management of Excessive Caffeine Consumption: Three Case Studies.
30p. 1mf. L1 ED 286 131

Johnson, Mike
Dealing with Feelings and A District-Wide Writing Assessment.
11p. 1mf. L1 ED 286 192

Johnson, Paul Anthony, Ed.
World Full of Stories. An Annotated Bibliography of Folk Literature. Traditional Literature and Folklore in Library and Storytelling Programs.
158p. 2mf. L1 ED 286 531

Johnson, Scott H.
Cognitive-Structural Approach to Adult Creativity.
17p. 1mf. L1 ED 285 972

Jones, Beau Fly, Ed.
Strategic Teaching and Learning: Cognitive Instruction in the Content Areas.
176p. 2mf. L2 ED 286 858

Jones, Cynthia L.
Peer Social Behavior in Preschool Hearing Impaired Children: Comparisons and Models.
39p. 1mf. L1 ED 286 297

Jones, James D.
Individual and Organizational Predictors of High School Track Placement.
39p. 1mf. L1 ED 286 111

Jones, Judith Denton
Six School Complex: A Successful Innovation in Washington, D.C.'s Public Schools.
232p. mf. L3 ED 286 984

Jorde-Bloom, Paula
Role of Higher Education in Fostering the Personal Development of Teachers.
25p. 1mf. L1 ED 286 836

Joseph, Brian D., Ed.
Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). University of Cape Town School of Librarianship Continuing Education Series Number 1.
222p. 3mf. L1 ED 286 383
Studies on Language Change. Working Papers in Linguistics No. 34.
171p. 2mf. L1 ED 286 382

Joseph, John J.
Developing a Computer-Based Learning Tool for Handicapped Students.
5p. 1mf. L1 ED 286 328

Kaiser, Jerry
Health Promotion and the Labor Union Movement. WBGH Worksite Wellness Series.
34p. 1mf. L2 ED 286 022

Kan, Bettie Sing Luke
Asian American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
50p. 1mf. L2 ED 286 971

Kaneko, Motohisa
Enrollment Expansion in Postwar Japan. International Publication Series No. 1.
122p. 2mf. L2 ED 286 273

Kang, Namjun
Alternative Methods for Calculating Intercoder Reliability in Content Analysis: Kappa, Weighted Kappa and Agreement Charts Procedures.
22p. 1mf. L1 ED 286 173

Kaplan, Nancy
Internal Representations of Attachment in Six-Year-Olds
22p. 1mf. L1 ED 286 590

Kappen, Barbara
Dr. Winkelmann Stories. Parts 1-6.
75p. 1mf. L2 ED 286 355

Karas, Shirley C.
Iowa Family Day Care Handbook. 3rd Edition.
215p. 3mf. L1 ED 286 603

Karr, Chad
Riding the Rasch Tiger. Part 3: Rasch-Based Evaluation (Without Regrets or Regression to the Mean).
33p. 1mf. L1 ED 286 923

Karrby, Gunni
Time Structure and Sex Differences in Swedish Preschools.
10p. 1mf. L1 ED 286 606

Keefe, James W.
Learning Style Theory and Practice.
53p. 1mf. L2 ED 286 873

Kehr, George P.
Adoption Process for Personal Computers by Faculties in Business Administration and Teacher Education at the College and University Level.
97p. 2mf. L1 ED 286 417

Kelder, Richard
Entering a Discourse Community: Writing as a Mode of Learning in a Content Course.
21p. 1mf. L1 ED 286 210

Kelleher, Susan E.
Preventing Alcohol and Drug Abuse through Programs at the Workplace. WBGH Worksite Wellness Series.
53p. 1mf. L2 ED 286 010

Keller, Monika
Conception of Preconventional Morality: Some Further Doubts.
28p. 1mf. L1 ED 286 602

Kendall, Robbie M.
Early Childhood Intervention for Economically Disadvantaged Children: The Parent-Infant-Project.
19p. 1mf. L1 ED 286 597

Kersting, Frank
Using an Integrated Model Incorporating Material Modification and Direct Teaching to Remediate an At-Risk Student.
20p. 1mf. L1 ED 286 878

Kidwell, Clara Sue
Motivating American Indians into Graduate Studies. ERIC Digest.
4p. 1mf. L1 ED 286 703

Kim, Synghan H. Ed.
Perspective of the Future Development of Distance Higher Education in Korea. Proceedings of a Symposium (4th, Seoul, Korea, December 12, 1986).
147p. 2mf. L1 ED 286 489

Kindsvatter, Richard
Dynamics of Effective Teaching.
340p. mf. L3 ED 286 870

King, Karen N.
Mediate and Educate. Techniques.
3p. 1mf. L1 ED 286 036

King, Suzanne
Latent-Variable Causal Model of Faculty Reputational Ratings.
16p. 1mf. L1 ED 286 928

Kirkpatrick, Patricia
Three R's in a Learning Support Center.
22p. 1mf. L1 ED 286 170

Kissock, Craig, Ed.
Mathematics: Videotapes for Inservice Training for Active Learning. VITAL Series.
43p. 1mf. L2 ED 286 752
Science: Videotapes for Inservice Training for Active Learning. VITAL Series.
65p. 1mf. L2 ED 286 751

Klenz, Sandra
Creative and Critical Thinking as Common Essential Learnings for Saskatchewan Schools.
140p. 2mf. L1 ED 286 152

Klesius, Stephen E.
I'M SPECIAL Network. Final Report. National Dissemination Model for the I'M SPECIAL Program of Physical Education for the Handicapped, 1983-1986.
187p. 2mf. L1 ED 286 333

Klinghammer, Sarah J.
Teacher as Researcher.
9p. 1mf. L1 ED 286 366

Klopf, Donald W.
Human Values in Intercultural Communication: Japan Compared to the U.S.A.
13p. 1mf. L1 ED 286 236

Knadler, Gary F.
Physical Fitness Programs in the Workplace. WBGH Worksite Wellness Series.
55p. 1mf. L2 ED 286 016

Knight, Stephanie
External Influences on School Climate.
21p. 1mf. L1 ED 286 275

Knop, Edward, Comp.
Social and Economic Significance of Human Migration in the Western Region. Bulletin 859.
36p. 1mf. L1 ED 286 669

Knudson, Yvonne D., Comp.
Sources for Women's History in the Microtext Department of the Sterling C. Evans Library at Texas A&M University. Volume I and Volume II.
83p. 1mf. L1 ED 286 530

Kodaira, Sachiko Imaizumi
Children and Television: A Study of New TV Programs for Children Based on the Pilot of an Animated Production.
36p. 1mf. L1 ED 286 480

Koopmans, Matthijs
Difference between Task Understanding and Reasoning Skills in Children's Syllogistic Performance.
27p. 1mf. L1 ED 286 373

Kose, Gary
Children's Awareness of Actions: Getting a Hand on Consciousness.
20p. 1mf. L1 ED 286 589

Kosslyn, Stephen M.
Understanding Charts and Graphs. Technical Report #8.
94p. 1mf. L1 ED 286 495

Kratoville, Betty Lou
Listen, My Children, and You Shall Hear (Book 2-Revised). Grades Four through Six.
104p. 2mf. L2 ED 286 341
Listen, My Children, and You Shall Hear (Book 1-Revised). Pre-school through Grade Four.
104p. 2mf. L2 ED 286 340

Krivacska, James J.
School Psychologist and Program Development of Disaffected/Disruptive Students.
13p. 1mf. L1 ED 286 109

Kroe, Elaine
Less-Than-4-Year Awards in Institutions of Higher Education: 1983-85.
67p. 1mf. L1 ED 286 540

Kruger, C. J. H.
Non-Formal Education in the Developing States in the South African Context. Part II. Non-Formal Education in Ciskei.
58p. 1mf. L2 ED 285 976

Krynicky, Harry
Strategic Plan To Address Recruitment and Retention Strategies for Black and Hispanic Students at Hudson County Community College.
77p. 1mf. L1 ED 286 549

Lacy, Stephen
Impact of Central City Newspaper Market Structure on Suburban Newspaper Existence and Circulation.
23p. 1mf. L1 ED 286 175
Impact of Intercity Competition on Daily Newspaper Content.
29p. 1mf. L1 ED 286 174

Lai, Morris K.
Model for Evaluating Art Education Programs.
48p. 1mf. L1 ED 286 916

Lamas, Enrique J.
Male-Female Differences in Work Experience, Occupation, and Earnings: 1984. Data from the Survey of Income and Program Participation.
49p. 1mf. L1 ED 286 070

Lamb, Christopher J.
Changes in United States Advertising 1976-1986 (a la Studs Terkel).
26p. 1mf. L1 ED 286 177

Lamb, Hilary
Glimpse into the Thinking of Young New Zealanders.
17p. 1mf. L1 ED 286 195
Student Performance across the Domain of School Writing.
16p. 1mf. L1 ED 286 194

Lampe, Marc
Employee Assistance Program Cost Containment through the Utilization of Community-Based, Social Model Treatment Providers.
9p. 1mf. L1 ED 286 133

Lane, Martha A.
Summary and Evaluation of the California Literacy Campaign Retreat (Asilomar, California, February 25-27, 1987).
135p. 2mf. L1 ED 286 515

Lang, Cynthia
Case Method of Teaching: Community College Faculty Are Taking a "Harvard Method" and Making It Their Own.
11p. 1mf. L1 ED 286 539

Langer, Judith A.
How Writing Shapes Thinking: A Study of Teaching and Learning. NCTE Research Report No. 22.
173p. 2mf. L1 ED 286 205

Large, J. A.
Modular Curriculum in Information Studies.
97p. 2mf. L2 ED 286 512

Larson, Susan Booth
Teaching Citizenship through Children's Literature.
119p. 2mf. L1 ED 286 771

Larwood, Laurie
Career Success: An Exploratory Study of Managers.
27p. 1mf. L1 ED 286 099

Lasley, Paul, Comp.
Farm Crisis Response: Extension and Research Activities in the North Central Region.
73p. 1mf. L1 ED 286 706

Lawton, Joseph T.
Dependencies between Teacher-Child and Child-Child Contingent Verbal Behaviors in Two Preschool Programs.
32p. 1mf. L1 ED 286 661
Description of Teacher and Child Language in Two Preschool Programs.
34p. 1mf. L1 ED 286 657

Lazow, Robert
Bridging the Technological Gap.
7p. 1mf. L1 ED 286 323

Leavitt, Tamara Day
Integrating Reading and Writing Instruction at the Primary Level.
12p. 1mf. L1 ED 286 158

Lederman, Norman G.
Effect of Teachers' Language on Students' Conceptions of the Nature of Science.
20p. 1mf. L1 ED 286 734

Lee, Beth S.
Measures of Progress: Spring 1985 Student Follow-Up.
63p. 1mf. L1 ED 286 543

Lee, Gary
Vocational Teen Parenting (Adolescent Single Parents). Final Report, from July 1, 1986 to June 30, 1987.
45p. 1mf. L1 ED 285 988

LeFevre, Jo-Anne
Cognitive Arithmetic: Evidence for the Development of Automaticity.
10p. 1mf. L1 ED 286 732

Leira, Arnlaug
Day Care for Children in Denmark, Norway and Sweden.
144p. 2mf. L1 ED 286 658

Leneway, Robert
Employment Opportunities for the Handicapped in Programmable Automation.
6p. 1mf. L1 ED 286 322

Leonard, Patricia Y.
Educators 2000: A Joint Effort To Recruit Minorities into Teacher Education.
34p. 1mf. L1 ED 286 862

Lepke, Helen
Driver Training in the Federal Republic of Germany. Support Material and Test Pamphlets.
87p. 1mf. L1 ED 286 363
Ein Ungluck Kommt Selten Allein (When It Rains, It Pours): Six Amusing Illustrations to Stimulate Classroom Conversation.
15p. 1mf. L1 ED 286 360
Visitors Abroad.
9p. 1mf. L1 ED 286 361

Lerner, Jacqueline V.
Maternal Employment, Maternal Role Satisfaction and Early Adolescent Outcomes.
35p. 1mf. L1 ED 286 655

Lessman, Mary
Process Skills Field Guide to Teaching Life Science.
40p. 1mf. L1 ED 286 714

Levin, Robert C.
Wellness for Older Workers and Retirees. WBGH Worksite Wellness Series.
70p. 1mf. L2 ED 286 015

Levine, Sally F.
Using a Multicultural Language Arts Program Involving School, Home, and Community To Increase Students' Reading Achievement and the Elementary School Faculty's Knowledge of Their Students' Diverse Cultures.
184p. 2mf. L1 ED 286 168

Lewin, Marion Ein
Robert Wood Johnson Foundation Special Report Number One. The Foundation's Minority Medical Training Programs.
25p. 1mf. L1 ED 286 410

Lightfoot, Cynthia
Interpreting Contradictory Communications.
10p. 1mf. L1 ED 286 582

Lindsey, Ruth
If I Knew Then What I Know Now--Exercise Cautions.
10p. 1mf. L1 ED 286 825

Lisowski, Marylin
Cognitive Learning in the Environment: Secondary Students. ERIC/SMEAC Environmental Education Digest No. 1, 1987.
3p. 1mf. L1 ED 286 756

Little, Mildred
Establishing an Outdoor Education Organization. ERIC Digest.
4p. 1mf. L1 ED 286 701

Livingston, Samuel A.
Effects of Time Limits on the Quality of Student-Written Essays. Revised.
20p. 1mf. L1 ED 286 936

Lizotte, Alan J.
Crime on Campus, 1978-1979: A Survey of 150 College Campuses and Cities machine-readable data file .
28p. 1mf. L3 ED 286 459

Lockhart, Maria E.
Development of Sex Constancy: The Role of Language.
18p. 1mf. L1 ED 286 656

Lodholz, Richard, Ed.
Change in Emphasis (Mathematics in the Transition Years, Grades 7 & 8).
96p. 1mf. L2 ED 286 741

Logue, Brenda J.
Examination of Gender-Based Levels of Participation in CEDA Debate.
10p. 1mf. L1 ED 286 249
Minority Students in CEDA Debate: Involvement, Success, and Barriers.
19p. 1mf. L1 ED 286 253

Lohr, Sue
Evaluation Study of Community Services, Mt. San Antonio College.
65p. 1mf. L1 ED 286 568

Loop, Liza
Open Portal Schools: The Real Impact of Computer-Based Education.
14p. 1mf. L1 ED 286 487

Lucas, Richard Edward
Evolving Aesthetic Criteria for Computer Generated Art: A Delphi Study.
92p. 1mf. L1 ED 286 462

Lumb, David
Teaching Mathematics 5 to 11.
151p. mf. L3 ED 286 726

Lunon, Janis K.
Migrant Student Record Transfer System: What Is It and Who Uses It? ERIC Digest.
4p. 1mf. L1 ED 286 700

Luthfi, Mohamed
Innovation in Primary School Construction: Maldives Community Schools. Educational Building Report 12.
74p. 1mf. L2 ED 286 664

Lynn, David H., Ed.
What Place for the Arts?
17p. 1mf. L1 ED 286 805

Mabry, Theo N.
Enrollment Management. ERIC Digest.
6p. 1mf. L1 ED 286 558

MacKain, Sally Joy
Gender Constancy: A Realistic Approach.
16p. 1mf. L1 ED 286 583
MacKinnon, David
Relationship between Method and Validity in Social Science Research.
24p. 1mf. L2 ED 286 934
MacLean, Darla J.
Conceptual Development in Infancy: The Understanding of Containment.
13p. 1mf. L1 ED 286 584
Madhere, Serge
Evaluation of the Newark School District Twice-Retained Program 1985-1986. DRET Report No. 34.
81p. 1mf. L1 ED 286 887
Evaluation Technique and Program Efficiency Measures: Statistical Derivations for the Regression Discontinuity Design.
22p. 1mf. L1 ED 286 895
Madsen, Karen
Children in Motion.
15p. 1mf. L1 ED 286 853
Mageean, Pauline
Continuing Education Needs of Academic Staff: Senior College Staff in TAFE.
91p. 1mf. L1 ED 286 057
Selection for the Trades.
89p. 1mf. L1 ED 286 060
Mahan, Bernice Marie
Home-Schooling: Reasons Some Parents Choose This Alternative Form of Education, and a Study of the Attitudes of Home-Schooling Parents and Public School Superintendents Toward the Benefits of Home-Schooling.
58p. 1mf. L1 ED 286 624
Maher, Frances
Practice of Feminist Teaching: A Case Study of Interactions among Curriculum, Pedagogy, and Female Cognitive Development. Working Paper No. 144.
69p. 1mf. L2 ED 286 880
Malament, Elizabeth E.
Watergate: A Teaching Unit. Curriculum Project Report No. 4040. Experimental Edition.
75p. 1mf. L2 ED 286 813
Malcolm, Dolores B.
Manual for Implementing Project Equity: A Sex Equity Law-Related Education Program.
36p. 1mf. L1 ED 286 776
Malmgren, Gun
Swedish in Upper Secondary School--Two Worlds?
9p. 1mf. L1 ED 286 291
Mandeville, Garrett K.
Stability of School Effectiveness Indices across Years.
26p. 1mf. L1 ED 286 900
Mantzicopoulos, Panayota
Reasoning about School Rules: A Study of Adolescents with Antisocial Behaviors.
26p. 1mf. L2 ED 286 087
Marchetti, Allen
Abuse of Mentally Retarded Persons: Characteristics of the Abused, the Abuser, and the Informer.
24p. 1mf. L1 ED 286 313
Wyatt v. Stickney: A Consent Decree.
23p. 1mf. L1 ED 286 314
Marshall, Hermine H.
Toward Motivation To Learn: Explorations of Classrooms with a Learning Orientation.
19p. 1mf. L1 ED 286 591
Martinez, Carlos, Jr.
Evaluation of the Sabal Palm Laboratory Center.
59p. 1mf. L1 ED 286 890
Marzano, Jana S.
Contextual Thinking: The Most Basic of the Cognitive Skills.
26p. 1mf. L1 ED 286 634
Marzano, Robert J.
Contextual Thinking: The Most Basic of the Cognitive Skills.
26p. 1mf. L1 ED 286 634
Marzocchi, Judith
Educational Service Agencies and Media Technology in the United States.
104p. 2mf. L1 ED 286 483
Mason, Terry
Now That the Law Has Changed: Assessing the Impact of the 21 Year Old Drinking Age.
30p. 1mf. L1 ED 286 108
Masturzi, Elio R.
Differing Structures in Development of Interactive Media Based Learning.
7p. 1mf. L1 ED 286 472
Integrated Teaching Unit. A New Approach to Computer Assisted Education.
12p. 1mf. L1 ED 286 473
Matthes, William A.
Induction of Counselors to the Profession.
16p. 1mf. L1 ED 286 085
Matviko, John W.
Eighties' Film Noir: An Analysis of the Use of the "Double" in "Miami Vice's" Second and Third Seasons.
29p. 1mf. L1 ED 286 226
McAlpine, Donald D.
Academic Self-Concept of Gifted and Average Achieving Students: A Two Year Study.
23p. 1mf. L1 ED 286 300
McArthur, Benjamin
Revisiting Hutchins and "The Higher Learning in America."
31p. 1mf. L1 ED 286 394
McCarthy, Jean
Construction of Tests in the Cognitive and Psychomotor Domains for Skin and Scuba Diving.
21p. 1mf. L1 ED 286 831
McClain, Herman J., Ed.
Equity and Excellence: A Response to "A Nation at Risk." Delaware Spring Regional Workshop (Wilmington, Delaware, May 2-3, 1984).
96p. 1mf. L1 ED 286 965
McClain, Janet
Celebrating the Constitution: An Instructional Unit for Elementary Grades.
99p. 2mf. L2 ED 286 802
China: A Teaching Unit for Primary Grades.
95p. 1mf. L2 ED 286 804
Elections: An Instructional Unit for Elementary Grades.
120p. 2mf. L2 ED 286 800
McClelland, Jerry
Strengthening Vocational Teacher Education in Jamaica: An Example of Incremental, Institution Development.
17p. 1mf. L1 ED 286 840
McConkie, G. W.
Eye Movement Control during Reading: I. The Location of Initial Eye Fixations on Words. Technical Report No. 406.
23p. 1mf. L1 ED 286 166
McCormack, Sammie
Assertive Discipline: What Do We Really Know?
14p. 1mf. L1 ED 286 618
McCreedy, Ken
Firearms Training Systems for Females. Final Report from July 1, 1986 to June 30, 1987.
76p. 1mf. L1 ED 285 990
McKinney, Kay
Parents: Here's How To Make School Visits Work.
13p. 1mf. L1 ED 286 864
McKirgan, Irene
Promoting Prenatal Health in the Workplace. WBGH Worksite Wellness Series.
41p. 1mf. L2 ED 286 017
McLean, A.
Some Outcomes of an Employment-Oriented Post-Secondary Training Program for Educably Mentally Handicapped Adults.
28p. 1mf. L1 ED 286 069
McLean, Les
Emerging with Honour from a Dilemma Inherent in the Validation of Educational Achievement Measures.
9p. 1mf. L1 ED 286 904
McMullin, Richard C.
Asbestos: From Beginning to End.
21p. 1mf. L1 ED 286 279
McNeil, John M.
Male-Female Differences in Work Experience, Occupation, and Earnings: 1984. Data from the Survey of Income and Program Participation.
49p. 1mf. L1 ED 286 070
McNeil, Mary E.
Improving Math Performance through a Peer Tutoring Program.
29p. 1mf. L1 ED 286 735
McQuade, Donald A.
Territory of Language: Linguistics, Stylistics, and the Teaching of Composition.
389p. mf. L3 ED 286 191
Meabon, David
Student Activity Fee Primer: Current Research on Collection, Control and Allocation.
64p. mf. L3 ED 286 431
Meacham, Louisa B.
Literacy Action. A Resource Book for Colleges and Universities. First Edition.
217p. 3mf. L1 ED 286 040
Meenan, Avis L., Comp.
Adult Literacy and Technology Conference Proceedings (University Park, Pennsylvania, June 4-7, 1987).
73p. 1mf. L2 ED 286 066
Meese, Edwin, III
Address of the Honorable Edwin Meese III, Attorney General of the United States, at the American Studies Center Bicentennial Program.
16p. 1mf. L1 ED 286 795
Merrick, Mari
Motivating Students to Learn: An Experiment in Junior High Social Studies Classes. Research Series No. 183.
121p. 2mf. L1 ED 286 882
Meussling, Vonne
Mirror Your Audience's Attitude: A Global Profile.
23p. 1mf. L1 ED 286 233
Miles, Matthew B.
Innovative Methods for Collecting and Analyzing Qualitative Data: Vignettes and Pre-Structured Cases.
17p. 1mf. L1 ED 286 924
Miller, Christine M.
Paradigmatic and Presumptive Shifts: Thomas Kuhn and Richard Whately in Tandem.
23p. 1mf. L1 ED 286 223
Miller, Janet A.
Attitudes and Image of Reading Teachers.
10p. 1mf. L1 ED 286 169
Miller, Maurice
Formats for Assessing Students' Self-Assessment Abilities.
30p. 1mf. L1 ED 286 302
Miller, Michael F.
College Discovery Pre-Freshman Summer Program: Longitudinal Academic Outcomes for 1985 and 1986 and Program Data for 1987.
89p. 1mf. L1 ED 286 546
Miller, Pamela F., Ed.
Report of the Proceedings of the Conference on the Future World of Work (St. Louis, Missouri, October 12, 1984).
92p. 1mf. L1 ED 285 984
Milligan, Wayne
Right Achievement Test Makes Sense of Your Curriculum Development.
9p. 1mf. L1 ED 286 898
Millman, Jason
Gender and Race Effects on Standardized Tests Predictive Validity: A Meta-analytical Study.
51p. 1mf. L1 ED 286 914
Mills, Karen L.
ABET: Adult Basic Education Tele-teacher. A 310/Special Demonstration Project, 1986-87. Final Report.
12p. 1mf. L1 ED 286 575
AzALL: Arizona Adult Literacy Line, 1986-1987. Final Report.
13p. 1mf. L1 ED 286 574
Countywide Adult Basic Education Program. Final Report, 1986-1987.
9p. 1mf. L1 ED 286 572
Mills, Linda L.
What Do You Know About Your Own Personal History?
39p. 1mf. L1 ED 286 787
Misanchuk, Earl R.
Desktop Publishing: A Sober Second Look at the Latest Local Production Fad.
15p. 1mf. L1 ED 286 521
Mishra, Awadhesh K.
Some Aspects of Meitei Phonology.
24p. 1mf. L1 ED 286 374
Mitchell, Anne W.
Public Schools and Young Children: A Report of the First National Survey of Public School Districts Regarding Their Early Childhood Programs.
24p. 1mf. L1 ED 286 586
Mitchell, Joyce Slayton
College to Career. The Guide to Job Opportunities.
271p. mf. L3 ED 286 386
Moilanen, Carolyn
Portland Writing Project in the Portland Public Schools, Evaluation Report, 1986-87.
34p. 1mf. L1 ED 286 187
Moles, Oliver C.
Trends in Student Misconduct: The 70s and 80s.
36p. 1mf. L1 ED 286 954
Moore, James H.
Mandatory Student Health Insurance: An Investigation.
50p. 1mf. L1 ED 286 428
Moore, Marnie
Focus on Careers. A Program for Single Parents or Homemakers. Final Report, Project No. 7-2D05, from July 1, 1986 to June 30, 1987.
58p. 1mf. L1 ED 285 985
Moore, Regina
Health Communication: Two Case Studies--Multiple Sclerosis and Epstein-Barr Virus.
23p. 1mf. L1 ED 286 232
Moore, Stanley W.
Piaget and Bandura: The Need for a Unified Theory of Learning.
31p. 1mf. L1 ED 286 796
Moore, Stephanie D.
Self-Awareness Process in the Effective Psychotherapist.
16p. 1mf. L1 ED 286 098
Morgan, James M.
Instructional Computers in the Cincinnati Public Schools.
22p. 1mf. L1 ED 286 499
Morra, Sergio
From General Theories to Specific Models: Successive Approximations to a Working-Memory Model of the Planning of Children's Drawings.
103p. 2mf. L1 ED 286 594
Morris, Donald R.
Evaluation of the Dade County Public Schools Roving Leaders Outreach Program.
27p. 1mf. L1 ED 286 889
Evaluation of the 1983-84 ECIA, Chapter II Computer Education Project.
14p. 1mf. L1 ED 286 484
Evaluation of the 1985-86 ECIA, Chapter II Teaching Geographic Skills Project.
15p. 1mf. L1 ED 286 891
Morrison-Thurston, Peggy, Comp.
Review of Computer Software for Home Economics.
53p. 1mf. L1 ED 285 987
Morrison, James L.
Personal Experience with Computer Conferencing: Problems and Possibilities.
9p. 1mf. L1 ED 286 488
Morrongiello, Barbara A.
Children's Perception of Musical Sequences.
13p. 1mf. L1 ED 286 605
Morrow, Jim M.
Interest Inventory Interpretation: Some Suggestions and Cautions.
11p. 1mf. L1 ED 286 925
Moshman, David
On the Relation of Reasoning and Rationality.
5p. 1mf. L1 ED 286 648
Mowery, David C., Ed.
Technology and Employment. Innovation and Growth in the U.S. Economy.
238p. 3mf. L2 ED 286 063
Muroi, Linda
Library Research Guide for International Students.
76p. 1mf. L1 ED 286 524
Murphy, Brian P.
Auditing Training and Development. Training and Development Research Center. Project Number Nineteen.
20p. 1mf. L1 ED 286 037
Muscella, Deborah
Construction of a Learning Environment: A Typology of Personal Constructs.
44p. 1mf. L1 ED 286 607
Myerberg, N. James
Annual Report of California Achievement Tests Results, 1985-86.
282p. 3mf. L1 ED 286 894
Myers, David E.
Changes in Achievement Levels and Attendance in Postsecondary Schools: A Technical Note.
14p. 1mf. L1 ED 286 407
Nagy, William
Acquisition of English Derivational Morphology. Technical Report No. 407.
33p. 1mf. L1 ED 286 167
Nash, Nancy S.
Formal Recognition of Employer-Sponsored Instruction: Conflict and Collegiality in Postsecondary Education. ASHE-ERIC Higher Education Report No. 3, 1987.
128p. 2mf. L1 ED 286 437
Nastasi, Bonnie K.
Home Environment Factors as Predictors of Child Adjustment in Mother-Employed Households: Results of a Nationwide Study.
26p. 1mf. L1 ED 286 581
Nebor, Jon N.
Parental Influence and Involvement on Reading Achievement.
13p. 1mf. L1 ED 286 150
Neill, George W.
Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1987-88 Edition.
127p. mf. L3 ED 286 471
Neill, Shirley Boes
Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1987-88 Edition.
127p. mf. L3 ED 286 471
Nelson-Le Gall, Sharon
Effects of Familiarity on the Success of Children's Help-Seeking.
21p. 1mf. L1 ED 286 640
Nelson, Charles T.
Pensions: Worker Coverage and Retirement Income, 1984. Data from the Survey of Income and Program Participation.
38p. 1mf. L1 ED 286 071
Neufeldt, Harvey G.
Problems in Defending the Theoretical Dimension in Teacher Education.
9p. 1mf. L1 ED 286 877
Nevis, Joel A.
Finnish Particle Clitics and General Clitic Theory. Working Papers in Linguistics No. 33.
171p. 2mf. L1 ED 286 381
Nickse, Ruth S.
Collaborations for Literacy. An Intergenerational Reading Project. Administrator's Handbook.
173p. 2mf. L1 ED 285 969
Nizegorodcew, Anna
Discussion Classes at University Level.
7p. 1mf. L1 ED 286 372
Nojan, Mehran
Data Base Development for Effective Enrollment Management.
33p. 1mf. L1 ED 286 400
Nolen, Susan Bobbitt
Hows and Whys of Studying: The Relationship of Goals to Strategies.
24p. 1mf. L1 ED 286 937
Nollen, Sheila
Select Guide to Sources of Health Information.
24p. 1mf. L1 ED 286 845
Northouse, Peter G.
Control and Communication in Provider-Patient Relationships.
21p. 1mf. L1 ED 286 242
Nothstine, William L.
Against the Bureaucratization of Criticism.
17p. 1mf. L1 ED 286 251
Nufrio, Ronald M.
Administrator's Overview for Teaching Reading.
12p. 1mf. L1 ED 286 287
Nutter, Susann C.
Artistic Expression through Exposure to the Right Brain Mode and Corresponding Relationship to the Learning Disabled.
17p. 1mf. L1 ED 286 306
O'Brien, Mary Parys
Back to Work: A Guide for Expectant and New Working Parents.
158p. 2mf. L1 ED 286 619
O'Brien, Mary Utne
Economic Attitudes and Attitude Change: The Impact of Economic Instruction in Early Adolescence.
35p. 1mf. L1 ED 286 797
O'Hara, Nancy Jane
Investigation of the Effects of Guided Imagery, before Reading, on Comprehension of Stories in a Narrative Text.
98p. 2mf. L1 ED 286 149
O'Hare, Peggy E.
Study of the Relationship among Placement Test Scores and Gender and Ethnicity of Students in Three Insufficient Academic Progress Groups at the End of Fall Quarter, 1985. General College Studies.
26p. 1mf. L1 ED 286 560
O'Hare, William P.
America's Welfare Population: Who Gets What? Population Trends and Public Policy Report No. 13.
21p. 1mf. L1 ED 286 970
O'Neal, Marcia R.
Investigation of the Otis-Lennon School Ability Test to Predict WISC-R Full Scale IQ for Referred Children.
15p. 1mf. L1 ED 286 883
Oates, Rita Haugh
Going beyond Word Processing: A Survey of Computer-Based Approaches for Writing Instruction.
21p. 1mf. L1 ED 286 186
Oates, William R.
Going beyond Word Processing: A Survey of Computer-Based Approaches for Writing Instruction.
21p. 1mf. L1 ED 286 186
Obiakor, Festus E.
Understanding the Operational Model of Self-Concept: An Educational Approach.
15p. 1mf. L1 ED 286 848
Ogawa, Rodney T.
Implicit Theory of Leadership among Educators.
23p. 1mf. L1 ED 286 271
Ogunyemi, Olatunde A.
Analytic Study of the Efficacy of Black-and-White Pictorial Instruction on Achievement.
19p. 1mf. L1 ED 286 252
Olaye, Imafidon
Mock Jury Decision Process as a Function of Assigned Social Decision Rule.
39p. 1mf. L1 ED 286 238
Opp, Ron
Controversies Surrounding Developmental Education in the Community College. ERIC Digest.
6p. 1mf. L1 ED 286 557
Oromaner, Mark
Bringing Students In: The Advantage of a Partisan View.
14p. 1mf. L1 ED 286 548
Strategic Plan To Address Recruitment and Retention Strategies for Black and Hispanic Students at Hudson County Community College.
77p. 1mf. L1 ED 286 549
Osborn, Catherine
Maricopa Community Colleges Alumni Study, 1986-87.
61p. 1mf. L1 ED 286 571
Osborne, Debra C.
Instructional Planning and Beginning Teacher Assessment: Taking the Anxiety out of Accountability.
26p. 1mf. L1 ED 286 856
Osburg, Barbara
Making T. S. Eliot Easier: Images as the Key to Understanding.
10p. 1mf. L1 ED 286 182
Osburne, Andrea G.
L1 Writing for ESOL Composition.
11p. 1mf. L1 ED 286 351
Osibodu, Bukunola Mabogunje
Practices in Higher Education Personnel Development in Nigeria: Professional Imperatives for the Future.
23p. 1mf. L1 ED 286 827
Ottinger, Cecilia A., Ed.
Higher Education Today: Facts in Brief.
60p. 1mf. L2 ED 286 390
Packard, Richard D.
Teacher Development and Incentive Program: Research and Evaluation for Effective Policy Change and Reform.
17p. 1mf. L1 ED 286 838
Parker, Barbara
Nonsexist Curriculum Development: Theory into Practice. The Handbook of the Curriculum Design Project at the University of Colorado, Boulder.
132p. 2mf. L1 ED 286 773
Parker, Betty
Behind Textbook Censorship.
17p. 1mf. L1 ED 286 798
Parker, Franklin
Behind Textbook Censorship.
17p. 1mf. L1 ED 286 798
Parker, Louise E.
Professional Interests and Scholarly Productivity of Clinical Psychology Graduate Students.
31p. 1mf. L1 ED 286 130
Parkinson, Kevin J.
Attrition of Part-Time TAFE Certificate Students.
244p. 3mf. L1 ED 286 055
Delivery of TAFE Services to People in Remote Areas--A Case Study with Generalisations.
200p. 3mf. L1 ED 286 058
Partridge, Susan
Teaching the Younger School Children Values.
14p. 1mf. L1 ED 286 633
Patrick, John J.
America Past. Teacher's Guide. Sixteen 15-Minute Programs on the Social History of the United States for High School Students.
51p. 1mf. L2 ED 286 819
U.S. Constitution. A Teacher's Guide. Six 30-Minute Video Programs for Junior High and High School Students.
47p. 1mf. L2 ED 286 820
Patrick, John J., Ed.
American History and National Security: Supplementary Lessons for High School Courses.
222p. 3mf. L2 ED 286 809
Patterson, Janice H.
Meeting the Challenge: Computers and Higher Order Thinking. A Research Agenda. Program Report 86-15. Report of a Research Conference Held at the National Academy of Sciences (Washington, DC, October 31-November 1, 1985).
27p. 1mf. L1 ED 286 467
Paul, Rhea
Adaptive Behavioral Outcomes in Adolescents with Developmental Language Disorders.
22p. 1mf. L1 ED 286 301
Paulu, Nancy
Dealing with Dropouts: The Urban Superintendents' Call to Action.
90p. 1mf. L1 ED 286 992
Parents: Here's How To Make School Visits Work.
13p. 1mf. L1 ED 286 864
Pear, Marcia J.
Child Care and the Clerical Workforce: 85/86 National Survey.
25p. 1mf. L1 ED 286 609
Pederson, Tom
Implicit Theory of Leadership among Educators.
23p. 1mf. L1 ED 286 271
Pelsma, Dennis M.
Quality of Teacher Work Life Survey: A Preliminary Report on a Measure of Teacher Stress and Job Satisfaction and the Implications for School Counselors.
40p. 1mf. L1 ED 286 094
Pemberton, Cynthia
Sport Participants' Achievement Goal Orientations and Projected Reasons for Discontinuing Sport Participation.
12p. 1mf. L1 ED 286 846
Penn, Ray
"When God Is Manly, All Men Are God-Like": A Rhetorical Analysis of the Protestant Christian Feminist Movement.
26p. 1mf. L1 ED 286 215
Pepin, Bernadette
Passing the Torch: Retired Teachers as Mentors for New Teachers.
54p. 1mf. L1 ED 286 863
Perreault, Joe
Family Day Care: An Option for Rural Communities.
80p. 1mf. L1 ED 286 631
Petersen, Nicole M.
Evaluation of College Level Coursework for Gifted Adolescents: An Investigation of Epistemological Stance, Knowledge Gain and Generalization.
13p. 1mf. L1 ED 286 910
Peterson, Kent D.
Complexities in the Evaluation of Principals: The Relationship between Satisfaction with Evaluation Processes, Criteria, and Sources of Information.
31p. 1mf. L1 ED 286 276
Pfrommer, Margaret C.
Utilization of Technology; Consumer Perspective.
7p. 1mf. L1 ED 286 332
Phelan, William T.
Evaluator's Report on the Lowell Achievement Program 1986-1987.
50p. 1mf. L1 ED 286 980
Phillips, Shelley
Children in Blended and Step Families. Foundation for Child and Youth Studies Selected Papers Number 44.
17p. 1mf. L1 ED 286 579
Fantasy, Lies and Imaginary Companions. Foundation for Child and Youth Studies Selected Papers Number 45.
22p. 1mf. L1 ED 286 580
Pickett, Nell Ann
Teachers of Technical Communication in Two-Year Colleges: A Status Report.
41p. 1mf. L1 ED 286 220
Pillar, Barbara
Report on Salaries of Administrative Nursing Faculty, Excluding Deans, in Colleges and Universities. Institutional Data Series 86-4.
41p. 1mf. L1 ED 286 392
Pine, Mary A.
Kindergarten Curriculum for Conceptual Language Development.
262p. 3mf. L1 ED 286 610
Pinholster, Roger
Vocational Teen Parenting (Adolescent Single Parents). Final Report, from July 1, 1985 to June 30, 1987.
45p. 1mf. L1 ED 285 988
Plaut, David C.
Experiments on Learning by Back Propagation.
54p. 1mf. L1 ED 286 930
Plett, Jerald
Identification of Priority Sites for Parent-Child Services. Working Paper.
28p. 1mf. L1 ED 286 626
Poitier, Vera R.
Nontraditional Options in Training for Employment. Final Report from July 1, 1986 to June 30, 1987.
32p. 1mf. L1 ED 285 999
Polanski, Virginia G.
Buddy System: A Step toward More Reliable Grading.
13p. 1mf. L1 ED 286 201
Porter, J. William
Ratio Scale Measurement of Conformity.
12p. 1mf. L1 ED 286 897
Post, Thomas R., Ed.
Teaching Mathematics in Grades K-8. Research Based Methods.
485p. mf. L3 ED 286 753
Price, Lynda
Selective Review of the Professional Literature Concerning the Transition Process of Learning Disabled Adolescents and Adults.
18p. 1mf. L1 ED 286 299
Priest, Simon
Preparing Effective Outdoor Pursuit Leaders.
130p. 2mf. L2 ED 286 692
Pugh, Wesley C.
Ethnography and School Improvement Research: Analyzing Metaphoric Language in the Interpretation of Instructional Leadership.
33p. 1mf. L1 ED 286 281
Puleo, Vincent T.
Application of Mastery Learning Theory to Full- and Half-Day Kindergarten Research.
20p. 1mf. L1 ED 286 623
Purcell, Larry O.
Staff Development.
23p. 1mf. L1 ED 286 258
Quisenberry, Nancy L.
Teacher Education in the United States: Challenge for the Future.
16p. 1mf. L1 ED 286 826
Rachal, Janella
Early Childhood Development Program, 1986-87. Interim Evaluation Report.
71p. 1mf. L1 ED 286 649
Final Evaluation Report. 1986-87 Early Childhood Development Program.
161p. 2mf. L1 ED 286 635
Ramirez, J. David
Description of Immersion Strategy Programs in the United States.
102p. 2mf. L1 ED 286 352
Ratteray, Joan Davis
Reaching Beyond Our Limitations: An Interview with Rev. Floyd H. Flake, Member, U.S. House of Representatives, Founder, Allen Christian School.
5p. 1mf. L1 ED 286 982
Rebhorn, Marlette
Hollywood Films as a Teaching Tool.
6p. 1mf. L1 ED 286 815
Redman, Barbara K.
Report on Salaries of Administrative Nursing Faculty, Excluding Deans, in Colleges and Universities. Institutional Data Series 86-4.
41p. 1mf. L1 ED 286 392
Reed, Juanita J.
Keeping Healthy During Stressful Times. A Guide for 4-H Community Club Leaders.
15p. 1mf. L1 ED 286 095
Reed, Rodney J.
School and College Competency Testing Programs: Perceptions and Effects on the Black Students in Louisiana and North Carolina.
322p. 4mf. L1 ED 286 960
Regner, Christine
Alternative Education and Employment Preparation for Youth. The Eidos Program.
38p. 1mf. L1 ED 286 045
Reinking, David, Ed.
Reading and Computers: Issues for Theory and Practice. Computers and Education Series.
205p. mf. L3 ED 286 162
Rettig, Michael
Applications of Microcomputers in Early Childhood Special Education.
17p. 1mf. L1 ED 286 305
Reynolds, David
Effectiveness of Selective and Non-Selective Schools: An Experiment of Nature.
34p. 1mf. L1 ED 286 266

Rholes, Julia M.
ERIC SilverPlatter: Is It User Friendly?
26p. 1mf. L1 ED 286 522

Ribordy, Francois-Xavier
L'Education et l'information juridiques dans un contexte bilingue. Etude exploratrice sur la comprehension populaire des lois (Legal Education and Information in a Bilingual Context. Exploratory Study on the Popular Understanding of Laws).
103p. 2mf. L1 ED 286 371

Richardson, M. D.
How Can Principals Implement Tennessee's Instructional Model (TIM)? 3C's to Constructive Change.
9p. 1mf. L1 ED 286 260

Richardson, Silvana F.
Child Health Practices Reported by Day Care Center Parents: Implications for Early Childhood Educators.
10p. 1mf. L1 ED 286 600

Richert, Alphons J.
Measurement of Client Preferences for Therapist Behavior.
38p. 1mf. L1 ED 286 138

Riese, Marilyn L.
Temperament Stability Across the First Two Years in Full-Term and Preterm Infants.
15p. 1mf. L1 ED 286 585

Rikli, Roberta
Motor Performance of Women as a Function of Age and Physical Activity Level.
20p. 1mf. L1 ED 286 871

Roark, Eldridge W., Jr.
Administrative Responses to Campus Violence.
20p. 1mf. L1 ED 286 082

Roark, Mary L.
Administrative Responses to Campus Violence.
20p. 1mf. L1 ED 286 082

Robar, Terri J.
Abstracts and Indexes Cataloging Project Report.
131p. 2mf. L1 ED 286 517

Roberts, Laura R.
Gender Differential Developmental Change in the Achievement-Self-Image Relationship over Early Adolescence.
27p. 1mf. L1 ED 286 736

Robinson, Clyde C.
Measuring Divergent Thinking Ability of Preschool Children Using Demonstrative as Well as Verbalized Responses.
13p. 1mf. L1 ED 286 637

Robinson, Louise
Let the Computer Introduce Itself to Education Majors.
18p. 1mf. L1 ED 286 466

Robledo, Gilbert
Learning Disabled Student Use of Microcomputers in Learning Disabilities Programs at California Community Colleges.
15p. 1mf. L1 ED 286 563
Microcomputer Use in Learning Disabilities Programs at California Community Colleges.
36p. 1mf. L1 ED 286 564

Rocheleau, Ann Marie
Joining Incarcerated Mothers with Their Children: Evaluation of the Lancaster Visiting Cottage Program: Executive Summary.
11p. 1mf. L1 ED 286 107

Rockman, Ilene F.
Training Concerns for an Online Public Access Catalog.
11p. 1mf. L1 ED 286 537

Rodenbeck, Lois
Fort Wayne: Footsteps to the Future.
41p. 1mf. L1 ED 286 799

Rodgers, Barry L.
Holistic Application of High Technology for Conversation, Writing, and Computer Access Aid Systems.
12p. 1mf. L1 ED 286 325

Rodkewich, Patricia, Ed.
Social Sciences in Forestry. A Current Selected Bibliography and Index. No. 71.
102p. 2mf. L2 ED 286 718

Roes, Caroline
Children's Perception of Musical Sequences.
13p. 1mf. L1 ED 286 605

Rohrkemper, Mary
Teachers' Strategies for Coping with Hostile-Aggressive Students. R.S. 185.
96p. 1mf. L1 ED 286 881

Rokosz, Francis M.
Using Nutrition Against Aging and Degenerative Disease.
72p. 1mf. L1 ED 286 855

Romich, Barry A.
Integrating Communication, Computer Access, Environmental Control & Mobility.
9p. 1mf. L1 ED 286 317

Rose, Madeline
Circle Time Curriculum Activities Around the Clock for Home-Based and Center-Based Infant/Toddler Child Care.
135p. 2mf. L2 ED 286 608

Rose, Shirley K
Autobiography as Representative Anecdote: A Burkean Paradigm for Research on Literacy Cultures.
17p. 1mf. L1 ED 286 189

Rosen, Robert
Developing Healthy Companies through Human Resources Management. WBGH Worksite Wellness Series.
66p. 1mf. L2 ED 286 012

Rosenbaum, Marlene
Teaching about Teaching: Selected Resources and Classroom Activities.
28p. 1mf. L1 ED 286 872

Rosenberg, Sam
Racial Differentials in Younger Male Occupational Mobility Over the Business Cycle, 1966-1975.
11p. 1mf. L1 ED 286 969

Roth, Christopher
Emerging Consensus in Novice Physics Problem Solving Research.
20p. 1mf. L1 ED 286 733

Rothlein, Liz
Study of Traditional Circle Games of Five-Year-Old United States Public School Kindergarten Children.
18p. 1mf. L1 ED 286 638

Rubin, Donald L.
Talking into Writing: Exercises for Basic Writers.
69p. 1mf. L1 ED 286 200

Rubin, Rhea Joyce
Library and Information Needs Assessment and Five Year Plan.
176p. 2mf. L1 ED 286 511

Rucker, Chauncy N.
Connecticut Special Education Network for Software Evaluation (ConnSENSE).
7p. 1mf. L1 ED 286 319
Establishing a Computer Network for Connecticut.
7p. 1mf. L1 ED 286 327

Russell, Jack, Ed.
Appalachian Regional Commission: 1986 Annual Report.
112p. 2mf. L1 ED 286 695

Russell, Joyce E. A.
Preliminary Analysis of the Effects of Individual Difference Characteristics and Knowledge of Results on Perceptions of Leader Behavior.
24p. 1mf. L1 ED 286 134

Safadi, Michaela
Emblematic Gestures among Hebrew Speakers in Israel.
50p. 1mf. L1 ED 286 219

Sample, Barbara J.
MELT Bibliography. Materials Correlated with the Core Curriculum Competencies of the Mainstream English Language Training Project, Office of Refugee Resettlement.
293p. 4mf. L1 ED 286 074

Sanacore, Joseph
Needed: A Better Link between the Learning Center and the Classroom.
15p. 1mf. L1 ED 286 151

Sanber, Shukri R.
Gender and Race Effects on Standardized Tests Predictive Validity: A Meta-analytical Study.
51p. 1mf. L1 ED 286 914

Sanford, Terry
Bassett to Kemp: Academic Freedom Today. The Eighth Earl V. Pullias Lecture in Higher and Postsecondary Education, 1986.
26p. 1mf. L1 ED 286 389

Sanspree, Mary Jean
Interagency Cooperation for Teacher Training.
14p. 1mf. L1 ED 286 304

Scarborough, Katharine T. A.
Need for Librarians in California: Report on a Survey of the State's Libraries.
114p. 2mf. L1 ED 286 513

Schaefer, Earl S.
Child Self-Reports and Perceptions of Parent and Teacher Behavior.
15p. 1mf. L1 ED 286 613
Longitudinal Study of Maternal Psychosocial Characteristics and Child School Adaptation.
15p. 1mf. L1 ED 286 628

Scharlach, Andrew E.
Organizing and Leading Caregiver Support Groups.
24p. 1mf. L1 ED 286 088
Treating the Aging Family: Demystifying Dysfunctional Role Expectations.
19p. 1mf. L1 ED 286 089

Schlenker, Richard M.
Introduction to the Atari Computer. A Program Written in the Pilot Programming Language.
6p. 1mf. L1 ED 286 486

Schmelkin, Liora Pedhazur
Adminstrators' and Teachers' Attitudes Toward Mainstreaming.
26p. 1mf. L1 ED 286 296

Schmidt, Julia
Creating Least Restrictive Learning Environments: A Guide for Mainstreaming. Curriculum Bulletin, 1977-78 Series, No. 10.
179p. 2mf. L2 ED 286 336

Schmuck, Patricia A.
Gender: A Relevant Concept for Educational Leadership.
26p. 1mf. L1 ED 286 254

Schnell, James A.
Comparative Study of the Effect of Subliminal Messages on Public Speaking Ability.
18p. 1mf. L1 ED 286 243

Schoen, Harold L.
Measuring Computational Estimation Processes.
45p. 1mf. L1 ED 286 929

Schroeder, Eileen E., Comp.
Science Education. Oryx Science Bibliographies, Volume 6.
107p. mf. L3 ED 286 754

Schutte, Nicola S.
Self-Report Measure of Touching Behavior.
18p. 1mf. L1 ED 286 901

Schwartzberg, Beverly
Literacy Action. A Resource Book for Colleges and Universities. First Edition.
217p. 3mf. L1 ED 286 040

Schwartzman, Roy
Competence, Expertise, and Accountability: Classical Foundations of the Cult of Expertise.
26p. 1mf. L1 ED 286 216

Sears, Constance
Contextual Effects in an Educational Setting: An Example of Level Three Research.
19p. 1mf. L1 ED 286 832

Sedlacek, James R.
Preparing Change Agents for Change Agent Roles.
12p. 1mf. L1 ED 286 666

Seibert, Joy Hart
God's Line Is Never Busy: Stories and Metaphors in Two Southern Appalachian Churches.
33p. 1mf. L1 ED 286 234

Selman, James W.
Articulation Model for Advanced Placement of Students in Technical Colleges.
18p. 1mf. L1 ED 286 028

Senior, Janet
Michigan Household Hazardous Substance Handbook.
145p. 2mf. L1 ED 286 717

Sevenair, John P.
Predictors of Organic Chemistry Grades for Black Americans.
21p. 1mf. L1 ED 286 974

Severs, Mary K.
Computer Technology and Academic Skill Training for Improving Disabled Students' Academic Performance: Applications and Limitations.
16p. 1mf. L1 ED 286 342

Shafer, Dave
Using Multiple Databases in Rehabilitation Operations.
7p. 1mf. L1 ED 286 329

Shainline, Michael
Student Assistance Program Sandia High School 1985-86 Report.
28p. 1mf. L1 ED 286 080

Shantz, Carolyn Uhlinger
Promises and Perils of Social Conflict.
11p. 1mf. L1 ED 286 601

Shapiro, Joan Poliner
"Other Voices" in Contemporary Ethical Dilemmas: The Value of the New Scholarship on Women in the Teaching of Ethics.
34p. 1mf. L1 ED 286 781

Shaver, James P.
Methodology and Outcomes of Research on Modifying Attitudes Toward Persons with Disabilities: A Comprehensive, Systematic Review.
57p. 1mf. L1 ED 286 335

Shaw, Jean M.
Staff Development Project--Mathematics. Grades K-6. Revision.
450p. 5mf. L1 ED 286 725

Shere, Daniel T.
Model Code of Ethics for the Use of Computers in Education.
21p. 1mf. L1 ED 286 461

Sherwood-Fabre, Liese
Examination of the Concept and Role of Program Monitoring and Evaluation.
18p. 1mf. L1 ED 286 927

Sherwood, Bruce A.
Language Problem in Science and the Role of the International Language Esperanto. Esperanto Documents 38 A.
14p. 1mf. L1 ED 286 370

Shiman, David
World Food Day: Curriculum, Grades 8-12.
28p. 1mf. L2 ED 286 794

Shishido, Judy
Model for Evaluating Art Education Programs.
48p. 1mf. L1 ED 286 916

Shiver, Thrisha G.
Sex Equity Linkage and Coordination. Final Report from 7/1/86 to 6/30/87.
82p. 1mf. L1 ED 285 992

Shope, Jean T.
Evaluation of an Elementary School-Based Alcohol Misuse Prevention Program.
19p. 1mf. L1 ED 286 110

Shor, Ira, Ed.
Freire for the Classroom: A Sourcebook for Liberatory Teaching.
237p. mf. L3 ED 286 159

Shuttenberg, Ernest M.
Vocational Personality Types and Sex-Role Perceptions of Educational Administrators, Counselors, and Teachers.
31p. 1mf. L1 ED 286 270

Siler, Carl R.
Status of United States History in Indiana Public Schools.
38p. 1mf. L1 ED 286 777

Simmons, Diane R.
World Food Day Curriculum, Grades 4-7.
25p. 1mf. L2 ED 286 793

Simpson, Nan
Evaluation of the Hinsdale School District 181 Telewriter Program.
32p. 1mf. L1 ED 286 731

Singer, Debbie
Ihr Ticket fur Munchen (Your Ticket to Munich).
21p. 1mf. L1 ED 286 357
Mahlzeit! (Enjoy Your Meal!) German Table Manners, Menus, and Eating Establishments.
19p. 1mf. L1 ED 286 356

Sipe, Cynthia L.
Summer Training and Education Program (STEP): The Experience of Hispanic Participants in the Summer of 1985.
58p. 1mf. L2 ED 286 697

Skager, Rodney
Statewide Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11: Report to Attorney General John K. Van de Kamp, Winter 1985-1986.
87p. 1mf. L1 ED 286 104

Slabbert, Isa
Evaluation of the Management Training and the Career Anchors of a Group of MBA/MBL Graduates.
184p. 2mf. L1 ED 286 404

Slark, Julie
Student Outcomes Study. Year One, Final Report.
156p. 2mf. L1 ED 286 566

Sleet, David A.
Safety Belt Programs at the Workplace. WBGH Worksite Wellness Series.
54p. 1mf. L2 ED 286 018

Slife, Brent D.
Self-Awareness Process in the Effective Psychotherapist.
16p. 1mf. L1 ED 286 098

Small, Marlene B.
Scenarios as Research Tools for Investigating Social Issues. Studies in Educational Administration Number 45.
17p. 1mf. L1 ED 286 280

Smith-Rosenberg, Carroll
"Other Voices" in Contemporary Ethical Dilemmas: The Value of the New Scholarship on Women in the Teaching of Ethics.
34p. 1mf. L1 ED 286 781

Smith, Christopher, Ed.
Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984).
264p. 3mf. L1 ED 286 315

Smith, Dawn
Practical Guide to Play, Piaget, and Language in Preprimary Hearing Impaired Programs.
572p. 6mf. L1 ED 286 293

Smith, Gordon W.
Library Staffing Needs in the California State University. A Report of the Task Force on Library Staffing.
143p. 2mf. L1 ED 286 500

Smith, Jeanne H.
Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program. An Instructional Guide.
76p. 1mf. L1 ED 286 046

Smith, Marshall S.
Meeting the Challenge: Computers and Higher Order Thinking. A Research Agenda. Program Report 86-15. Report of a Research Conference Held at the National Academy of Sciences (Washington, DC, October 31-November 1, 1985).
27p. 1mf. L1 ED 286 467

Smith, Patricia E.
One Hand at a Time. Using a One-Handed Clock To Teach Time-Telling Skills. Primary Grades.
101p. 2mf. L2 ED 286 716

Smoot, Joseph G.
Challenging the Future. The University Marketing Report, 1985.
339p. 4mf. L1 ED 286 395

Snyder, Thomas P.
Higher Education Administrative Costs: Continuing the Study.
90p. 1mf. L1 ED 286 460

Sobsey, Dick, Ed.
Ecological Inventory Exemplars.
200p. 3mf. L2 ED 286 295

Soenksen, Roger A.
Uncomfortable Marriage: Evangelism and Feminism's Fight against "Dirty Books."
17p. 1mf. L1 ED 286 241

Soffin, Stan
Online Databases and Newspapers: An Assessment of Utilization and Attitudes.
18p. 1mf. L1 ED 286 178

Soper, John C.
Economic Literacy, Teacher Instruction, and Preparation for the World of Work.
21p. 1mf. L1 ED 286 835

Soriano, Deborah
Adaptive Behavioral Outcomes in Adolescents with Developmental Language Disorders.
22p. 1mf. L1 ED 286 301

Sparks, Judith A.
Effect of Microcomputers in the Home on Computer Literacy Test Scores.
26p. 1mf. L1 ED 286 491

Spedding, Polly
Child Care Notebook. Revised.
78p. 1mf. L2 ED 286 644

Spinks, W. L.
Rowing Physiology.
74p. 1mf. L1 ED 286 844

Sprangers, Mirjam
Validity Threats in Retrospective Pretest-Posttest Designs.
13p. 1mf. L1 ED 286 896

Stanley, Julian C.
Gender Differences on the College Board Achievement Tests and the Advanced Placement Examinations: Effect Sizes Versus Some Upper-Tail Ratios.
16p. 1mf. L1 ED 286 913

Staryos, Michelle M.
Collaborations for Literacy. An Intergenerational Reading Project. Tutor's Handbook.
163p. 2mf. L1 ED 285 970

Steinberg, Shimon
Friendship in the Context of Desegregated Schools in Israel.
51p. 1mf. L1 ED 286 968

Stern, David
Labor Market Experience of Teenagers with and without High School Diplomas.
43p. 1mf. L1 ED 286 268

Stickel, George W.
Cultural Pluralism and the Schools: Theoretical Implications for the Promotion of Cultural Pluralism.
40p. 1mf. L1 ED 286 791

Stoeberl, Susan M.
Eliot's "Cats" and a CATalog of Language Arts Activities.
10p. 1mf. L1 ED 286 211

Stone Nancy
Michigan Household Hazardous Substance Handbook.
145p. 2mf. L1 ED 286 717

Stromberg, Lars
Functional Opportunities of the School Administration in Municipalities with Local Agencies and Free Municipality Experiments.
11p. 1mf. L1 ED 286 289

Stupp, Emma Gonzalez
Finding Information about Tests. ERIC Digest.
4p. 1mf. L1 ED 286 941

Summerlin, Lee R.
Chemical Demonstrations: A Sourcebook for Teachers. Volume 2.
223p. 3mf. L2 ED 286 723
Chemical Demonstrations: A Sourcebook for Teachers. Volume 1.
186p. 2mf. L2 ED 286 722

Sunstein, Bonnie S.
Revelation in a Public Library: Reflections on Ethnicity and Teaching.
8p. 1mf. L1 ED 286 505

Swadener, Elizabeth Blue
Enhancing Children's Acceptance of Diverse Peers: Interaction Patterns in Two Mainstreamed Multicultural Day Care Centers.
32p. 1mf. L1 ED 286 653

Swales, John
Approaching the Concept of Discourse Community.
13p. 1mf. L1 ED 286 184

Swanson, Richard A.
Auditing Training and Development. Training and Development Research Center. Project Number Nineteen.
20p. 1mf. L1 ED 286 037

Sween, Joyce
Chicago Public High Schools: How Their Students' Low Income, Reading Scores, and Attendance Rates Relate to Dropout Level and Type of School. First Report to the Illinois State Board of Higher Education in Response to PA 84-712 of the 84th Illinois General Assembly--"The Educational Partnership Act."
66p. 1mf. L1 ED 286 282

Sweeney, Marianne
Pets: A Third/Fourth Grade Law-Related Education Unit. Teaching Students about Responsibility through Pet Ownership.
34p. 1mf. L1 ED 286 772

Swift, Richard
Employment Opportunities for the Handicapped in Programmable Automation.
6p. 1mf. L1 ED 286 322

Switzer, Kenneth A.
Global Issues: Activities and Resources for the High School Teacher. Second Edition.
115p. 2mf. L1 ED 286 810

Talan, Carole S.
Literacy Needs Assessment or LNA. A Tool for Assessing the Literacy Needs of a Local Community.
29p. 1mf. L1 ED 285 973

Tankard, James W., Jr.
Beyond Hage: Building Communication Theory by Exploring Three-Variable Relationships.
23p. 1mf. L1 ED 286 214

Tardif, Claudette
What Did She Say? Meaning in a Second Language Classroom.
18p. 1mf. L1 ED 286 353

Tate, Gary, Ed.
Teaching Composition: Twelve Bibliographical Essays. Revised and Enlarged Edition.
434p. mf. L3 ED 286 190

Taylor, Howard T.
Microcomputer Hardware and Software Directory: Guidance and Counseling Services in Virginia.
120p. 2mf. L1 ED 286 101

Taylor, Mary Louise
Institute of International Education 1986 Annual Report.
73p. 1mf. L1 ED 286 409

Teddlie, Charles
Contextual Differences in Effective Schooling in Louisiana.
16p. 1mf. L1 ED 286 272

Tenison, Laurence J.
National Longitudinal Study (NLS) of the High School Class of 1972. Basic Institutional Source File machine-readable data file .
28p. 1mf. L3 ED 286 458

Thielens, Wagner, Jr.
Disciplines and Undergraduate Lecturing.
57p. 1mf. L1 ED 286 436

Thode, Brad
Technology Education. A Curriculum Guide. VOC ED 226.
65p. 1mf. L1 ED 286 039

Thompson, Isabelle K.
Writing Instruction in Colleges and Universities: A Survey from 1975-76 to 1985-86.
20p. 1mf. L1 ED 286 180

Thompson, Mark E.
What Happens When Readers Do Not Read? The Problem of Reluctant Readers.
27p. 1mf. L1 ED 286 165

Thomson, Peter
Selection for the Trades.
89p. 1mf. L1 ED 286 060

Thrane, Lucille
Strengthening Academics in Vocational-Technical Education in Ohio.
32p. 1mf. L1 ED 286 078

Timberg, Bernard
"All in the Family" in Context: A Unified Model of Media Studies Applied to Television Criticism.
26p. 1mf. L1 ED 286 240

Tobias, Cynthia L.
Identifying Anglo, Mexican American and American Indian Respondents for a Study of Recent Widows: Suggestions for Future Researchers. Working Paper No. 23.
19p. 1mf. L1 ED 286 668

Tolhuizen, James H.
Fact and Fancy in Relationship Evolution Research: Commentaries and Suggestions for Future Research.
20p. 1mf. L1 ED 286 218

Tomlinson, Peter D.
Developing Teaching Expertise Where It Matters: Radio-Assisted Practice as an Application of Skills Psychology.
33p. 1mf. L1 ED 286 496

Tomsic, Margie L.
Effect of Poor Fitting Items on the Distributions of Extended Caution Indices.
29p. 1mf. L1 ED 286 885

Toro, Leonor
Juegos, Canciones, Poemas y Adivinanzas (Games, Songs, Poems and Riddles).
70p. 1mf. L1 ED 286 693

Trautner, Hanns Martin
Selected Results of a Cross-Sectional/Longitudinal Research on Sex-Role Development in German Children.
49p. 1mf. L1 ED 286 611

Travis, Nancy
Child Care Food Program and Family Day Care: A How-To Manual.
110p. 2mf. L1 ED 286 632
Family Day Care: An Option for Rural Communities.
80p. 1mf. L1 ED 286 631

Trawick-Smith, Jeffrey
Validity and Reliability of an Instrument To Measure the Dramatic Play Abilities of Young Children.
131p. 2mf. L1 ED 286 654

Treffers, Hans
Ideas of Prospective Teachers in the USA and the Netherlands about Teaching and Teacher Education--A Classification.
23p. 1mf. L1 ED 286 839

Tregoning, Julia
Effects of Television on Children. Foundation for Child and Youth Studies Selected Papers Number 47.
21p. 1mf. L1 ED 286 577

Treiman, Rebecca
Levels of Phonological Awareness.
21p. 1mf. L1 ED 286 156

Trites, R. L.
Evaluation of the Effectiveness of Computer-Assisted Component Reading Subskills Training. Education and Technology Series.
236p. 3mf. L1 ED 286 163

Trueba, Henry T., Ed.
Success or Failure? Learning and the Language Minority Student.
216p. mf. L3 ED 286 959

Tulloch, Deborah
Relation of Infant Vision to Early Cognitive and Language Status.
50p. 1mf. L1 ED 286 294

Turner, Tamrah
Formats for Assessing Students' Self-Assessment Abilities.
30p. 1mf. L1 ED 286 302

Twardosz, Sandra
Early Childhood Teachers' Affectionate Behavior: Differential Expression to Female Children, Male Children, and Groups of Children.
32p. 1mf. L1 ED 286 645

Tyckoson, David A., Ed.
Science Education. Oryx Science Bibliographies, Volume 6.
107p. mf. L3 ED 286 754

Tyler, Andrea
Acquisition of English Derivational Morphology. Technical Report No. 407.
33p. 1mf. L1 ED 286 167

Ungerleider, Steven
Assessing the Effects of Grass Roots Drunk Driving Prevention Programs: First Facts. Report from the Drunk Driving Prevention Project.
55p. 1mf. L1 ED 286 102
Athletes in Motion: Training for the Olympic Games with Mind and Body: Two Case Studies.
15p. 1mf. L1 ED 286 850
Drugs in Sport: An Overview.
17p. 1mf. L1 ED 286 849
University Chemical Dependency Project: Final Report.
160p. 2mf. L1 ED 286 103

Urbanik, Mary K.
Regional High School of Excellence Study Project. Northern Chautauqua County, 1985-1987.
286p. 3mf. L1 ED 286 261

Vagnini, Carol B.
Integrating Communication, Computer Access, Environmental Control & Mobility.
9p. 1mf. L1 ED 286 317

Valauskas, Edward J., Ed.
Macintoshed Library: Uses of the Apple Macintosh in a Special Library. First Edition.
21p. 1mf. L1 ED 286 501

Valentine, Carol Ann
Emblematic Gestures among Hebrew Speakers in Israel.
50p. 1mf. L1 ED 286 219

van den Broek, Paul
Developmental Changes in the Understanding of Simple and Complex Causal Relations in Stories.
16p. 1mf. L1 ED 286 161

Van Dyke, Janice
Analysis of Contemporary Trends in Practical Preparation Experiences in Teacher Education.
19p. 1mf. L1 ED 286 874

Van Patten, James J.
High School-Community College Collaboration. ERIC Digest.
6p. 1mf. L1 ED 286 559

VanBiervliet, Alan
Enabling Handicapped Nonreaders to Independently Obtain Information: Initial Development of an Inexpensive Bar Code Reader System.
11p. 1mf. L1 ED 286 316

Vanis, Mary I.
ABET: Adult Basic Education Tele-teacher. A 310/Special Demonstration Project, 1986-87. Final Report.
12p. 1mf. L1 ED 286 575
AzALL: Arizona Adult Literacy Line, 1986-1987. Final Report.
13p. 1mf. L1 ED 286 574
Countywide Adult Basic Education Program. Final Report, 1986-1987.
9p. 1mf. L1 ED 286 572
Videodisc Education in Adult Basic Education. A 310 Special Demonstration Project, 1986-1987. Final Report.
11p. 1mf. L1 ED 286 573

Velez, Vidal
Needs Assessment Study of Vocational, Technical, and High Skills Education Programs 1986-1987.
141p. 2mf. L1 ED 286 065

Ventura-Merkel, Catherine
Organizing a Literacy Program for Older Adults. Literacy Education for the Elderly Project.
76p. 1mf. L2 ED 286 001
Tutoring Older Adults in Literacy Programs. Literacy Education for the Elderly Project.
36p. 1mf. L2 ED 286 002
Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor. Literacy Education for the Elderly Project.
56p. 1mf. L2 ED 286 000

Ventura, Stephanie J.
Births of Hispanic Parentage, 1983 and 1984.
20p. 1mf. L1 ED 286 958

Vermaak, D.
Non-Formal Education in the Developing States in the South African Context. Part II. Non-Formal Education in Ciskei.
58p. 1mf. L2 ED 285 976

Vogel, Morris J., Ed.
Red, White and Blue--Childhood and Citizenship.
29p. 1mf. L1 ED 286 821

von Destinon, Mark A.
Assessment and Remediation Issues in Articulation.
13p. 1mf. L1 ED 286 435
Student Fees: The Politics of Funding Recreation Facilities.
28p. 1mf. L1 ED 286 433

Vrchota, Denise
Performance-Based Compensation Models: Status and Potential for Implementation.
48p. 1mf. L1 ED 286 286

Vuong, Joseph Trung
Vietnamese Cross-Cultural Adjustment.
7p. 1mf. L1 ED 286 977

Wadeskog, Anders
Outward Efficiency of Schools.
12p. 1mf. L1 ED 286 290

Wagner, Russell
Project To Increase the Awareness and Potential of Nontraditional Careers and To Eliminate Disproportionate Enrollment in Vocational Education Programs throughout the System. Final Report from July 1, 1986 to June 30, 1987.
36p. 1mf. L1 ED 285 996

Walker, Elaine M.
Evaluation of the Newark School District Twice-Retained Program 1985-1986. DRET Report No. 34.
81p. 1mf. L1 ED 286 887

Walker, James R.
Viewers, Readers, and Jawboners: The Use of Political Information Channels during Off-Year Elections in the Southeast.
20p. 1mf. L1 ED 286 217

Walsh, Diana Chapman
Preventing Alcohol and Drug Abuse through Programs at the Workplace. WBGH Worksite Wellness Series.
53p. 1mf. L2 ED 286 010

Walsh, James A.
Alcoholism as a Discrete Personality Variable: Implications for its Heritability and Treatment.
17p. 1mf. L1 ED 286 121

Walsko, Gregory M.
Adult Survival Skills Assessment.
32p. 1mf. L2 ED 286 047

Walstad, William B.
Economic Literacy, Teacher Instruction, and Preparation for the World of Work.
21p. 1mf. L1 ED 286 835

Ware, Brenda Joyce
Home-Schooling: Reasons Some Parents Choose This Alternative Form of Education, and a Study of the Attitudes of Home-Schooling Parents and Public School Superintendents Toward the Benefits of Home-Schooling.
58p. 1mf. L1 ED 286 624

Wasman, Marcy
Evaluation of the Dade-Monroe Multiagency Network for Severely Emotionally Disturbed Students.
65p. 1mf. L1 ED 286 338

Weaver, Constance
Reading Process and Practice: From Socio-Psycholinguistics to Whole Language.
483p. mf. L3 ED 286 157

Webber, Larry
Estimating the Reliability of Dynamic Variables Requiring Rater Judgment: A Generalizability Paradigm.
23p. 1mf. L1 ED 286 902

Weber, Sandra
What Did She Say? Meaning in a Second Language Classroom.
18p. 1mf. L1 ED 286 353

Webster, Tupper
Theory into Practice: Field Based Education Programs Do Work.
10p. 1mf. L1 ED 286 620

Weiss, Lawrence H.
Improved Row/Column Scanning System.
6p. 1mf. L1 ED 286 320

Well, Arnold D.
Probability Estimation and the Use and Neglect of Base-Rate Information. Technical Report.
49p. 1mf. L1 ED 286 759

Wendao, Ouyang
Language Problem in Science and the Role of the International Language Esperanto. Esperanto Documents 38 A.
14p. 1mf. L1 ED 286 370

West, Carol Ann
Effective Practices in Secondary Basic Skills Programs: A Compendium of Case Studies.
227p. 3mf. L1 ED 286 986

West, Martha Meyer
Examination of Expressive Functions in a Constructivist Model of Written Composing.
50p. 1mf. L1 ED 286 172

Whale, W. B.
Meeting the Independent Learner Half Way.
6p. 1mf. L1 ED 286 007

Wheeless, Lawrence R.
Child to Parent Disclosure, General-Disclosiveness, and Loneliness.
18p. 1mf. L2 ED 286 212

White, David M.
GMAT Exposed: Tricks from 20 GMATs. 2nd Edition.
111p. 2mf. L1 ED 286 919
LSAT Exposed: Tricks from 12 LSATs. Second Edition.
137p. 2mf. L1 ED 286 918

White, J. L.
Educational Accountability and the Need for Comprehensive Evaluation in TAFE.
88p. 1mf. L1 ED 286 053

White, Phillip
Library Research Guide for International Students.
76p. 1mf. L1 ED 286 524

White, Ronald V.
Curriculum Studies & ELT.
16p. 1mf. L1 ED 286 365

White, Voncile
Longitudinal Study of Catholic College Undergraduates' Affiliation and Faith Development.
11p. 1mf. L1 ED 286 401

Whitely, Faye McConnell
Annotated Bibliography of Reference Materials for Use in a Junior-Senior High School Library Media Center.
26p. 1mf. L1 ED 286 518

Wierzbicki, Michael
Effectiveness of Immediate versus Delayed Cognitive-Behavioral Treatment of Depression.
19p. 1mf. L1 ED 286 135

Wilcox, Jeanie E.
Coping with Conflicts: Leader's Guide.
104p. 2mf. L1 ED 286 096
Coping with Conflicts: Participant's Workbook.
57p. 1mf. L1 ED 286 097

Wildemuth, Barbara
Coaching for Tests. ERIC Digest.
4p. 1mf. L1 ED 286 939

Wildemuth, Barbara M.
Alternatives to Standardized Tests. ERIC Digest.
3p. 1mf. L1 ED 286 938

Wildman, Terry M.
Beginning Teacher's Handbook.
191p. 2mf. L1 ED 286 852

Wilkinson, Robert
What Variability Can Reveal: Translating into the Foreign Language.
10p. 1mf. L1 ED 286 367

Williams, David D.
Evaluating the Use and Effectiveness of Learner Controlled, Interactive Videodisc.
27p. 1mf. L1 ED 286 909

Williamson, Ronald E.
Instructional Planning and Beginning Teacher Assessment: Taking the Anxiety out of Accountability.
26p. 1mf. L1 ED 286 856

Willie, Charles Vert
Effective Education: A Minority Policy Perspective. Contributions to the Study of Education, Number 20.
140p. mf. L3 ED 286 964

Wilson, R.
Computer Assisted Learning in Basic Adult Education. Commissioned Research.
14p. 1mf. L1 ED 286 062

Wingard, Hal
Guidelines for Implementing the 240-Minute Kindergarten Program.
16p. 1mf. L1 ED 286 599

Winig, Laura
Collaborations for Literacy. An Intergenerational Reading Project. Tutor's Handbook.
163p. 2mf. L1 ED 285 970

Wintre, Maxine Gallander
Age and Sex Differences in Choice of Consultant for Various Types of Problems.
40p. 1mf. L1 ED 286 639

Wise, Arthur E.
Effective Teacher Selection: From Recruitment to Retention--Case Studies. A Rand Note.
217p. 3mf. L2 ED 286 865

Witt, Barbara
Creating a Database for Demographic Research: A Case Study.
14p. 1mf. L1 ED 286 908

Wittkamper, John Randal
Factors Influencing Vocational Teachers' Mid-Life Career Decisions.
17p. 1mf. L1 ED 286 035

Wolfe, Richard G.
Second International Mathematics Study. Training Manual for Use of the Databank of the Longitudinal, Classroom Process Surveys for Population A in the IEA Second International Mathematics Study. Contractor's Report.
109p. 2mf. L1 ED 286 707
Second International Mathematics Study; Longitudinal, Classroom Process Surveys for Population A: Students, Teachers, and Schools, 1981-1982 machine-readable data file .
193p. 3mf. L3 ED 286 769

Wolfle, Lee M.
Latent-Variable Causal Model of Faculty Reputational Ratings.
16p. 1mf. L1 ED 286 928

Wong, Elizabeth
Reaching Math Potential.
178p. 2mf. L1 ED 286 709

Wynn, Ruth L.
Homemaking Practices and Evening Meals in Married and Separated Families with Young Children.
27p. 1mf. L1 ED 286 604

Xu, George Q.
Teaching English to Chinese Students: A Bibliography.
12p. 1mf. L1 ED 286 368

Yager, Geoffrey G.
Interpersonal Process Recall (IPR): Uses in Training Trauma Counselors.
19p. 1mf. L1 ED 286 105

Yenney, Sharon L.
Employees as Leaders/Decision-Makers in Worksite Wellness Programs. WBGH Worksite Wellness Series.
62p. 1mf. L2 ED 286 011
Using Incentives To Promote Employee Health. WBGH Worksite Wellness Series.
44p. 1mf. L2 ED 286 013

Youmans, David Vance
Extension Education Impacts of Farming Systems Research in Lesotho.
363p. 4mf. L2 ED 285 975

Zafirau, S. James
Analysis of 1985-1986 Cleveland School District Data with Policy and Planning Implications: Attendance Issues.
99p. 2mf. L1 ED 286 956

Zander, Janet
World Food Day Curriculum, Grades K-3.
21p. 1mf. L2 ED 286 792

Zarate, Narcisa
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies. ERIC Digest.
4p. 1mf. L1 ED 286 705

Zeevi, Yehoshua Y.
Asymmetries in the Control of Saccadic Eye Movements to Bifurcating Targets.
22p. 1mf. L1 ED 286 905

Zeidler, Dana L.
Effect of Teachers' Language on Students' Conceptions of the Nature of Science.
20p. 1mf. L1 ED 286 734

Zelhart, Paul
Responding to Section III of the Southern Association's "Criteria for Accreditation": A Working Paper.
34p. 1mf. L1 ED 286 430

Zhengqing, Cheng
Outline of Vocational-Technical Teacher Training in China. Country Paper--People's Republic of China.
8p. 1mf. L1 ED 285 971

Zimmermann, Stephanie
God's Line Is Never Busy: Stories and Metaphors in Two Southern Appalachian Churches.
33p. 1mf. L1 ED 286 234

Zimpher, Nancy L.
Case Studies of Elementary Teacher Preparation Programs in Six Schools and Colleges of Education. Preliminary Study Findings.
28p. 1mf. L1 ED 286 822

Zubair, Habeeba
Innovation in Primary School Construction: Maldives Community Schools. Educational Building Report 12.
74p. 1mf. L2 ED 286 664

Zwicky, Arnold M.
Interfaces. Working Papers in Linguistics No. 32.
167p. 2mf. L1 ED 286 380

Zwicky, Arnold M., Ed.
Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). University of Cape Town School of Librarianship Continuing Education Series Number 1.
222p. 3mf. L1 ED 286 383

Zylinski, Annette
Project To Increase the Awareness and Potential of Nontraditional Careers and To Eliminate Disproportionate Enrollment in Vocational Education Programs throughout the System. Final Report from July 1, 1986 to June 30, 1987.
36p. 1mf. L1 ED 285 996

AAUP Contracts
Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors, August 1, 1986-July 31, 1988.
129p. 2mf. L1 ED 286 440
Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for The Connecticut State University, 1984-1987.
84p. 1mf. L2 ED 286 452
Ability Grouping
Friendship in the Context of Desegregated Schools in Israel.
51p. 1mf. L1 ED 286 968
Abstract Reasoning
Approaching the Concept of Discourse Community.
13p. 1mf. L1 ED 286 184
Difference between Task Understanding and Reasoning Skills in Children's Syllogistic Performance.
27p. 1mf. L1 ED 286 373
On the Relation of Reasoning and Rationality.
5p. 1mf. L1 ED 286 648
Abstracts
Abstracts and Indexes Cataloging Project Report.
131p. 2mf. L1 ED 286 517
Resources in Education (RIE). Volume 23, Number 2.
p. mf. L2 ED 285 967
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources materials. Supplement 31, 1987.
176p. 2mf. L1 ED 286 755
Abuse (of Disabled Persons)
Abuse of Mentally Retarded Persons: Characteristics of the Abused, the Abuser, and the Informer.
24p. 1mf. L1 ED 286 313
Academic Achievement
Analysis of 1985-1986 Cleveland School District Data with Policy and Planning Implications: Attendance Issues.
99p. 2mf. L1 ED 286 956
Annual Report of California Achievement Tests Results, 1985-86.
282p. 3mf. L1 ED 286 894
Changes in Achievement Levels and Attendance in Postsecondary Schools: A Technical Note.
14p. 1mf. L1 ED 286 407
Comparison of Grade Distributions for Telecourses and Print Based Courses.
10p. 1mf. L1 ED 286 562
Computer Technology and Academic Skill Training for Improving Disabled Students' Academic Performance: Applications and Limitations.
16p. 1mf. L1 ED 286 342
Dilemma of Public School Improvement.
35p. 1mf. L1 ED 286 269
Educational Effects of the Introduction of a State Supported Program of Smaller Classes. A Study of the First Year of Indiana's Project PRIME TIME and Its Effects on Test Results (1984-85). A Comprehensive Analysis.
15p. 1mf. L1 ED 286 842
Effective Practices in Secondary Basic Skills Programs: A Compendium of Case Studies.
227p. 3mf. L1 ED 286 986
Emerging with Honour from a Dilemma Inherent in the Validation of Educational Achievement Measures.
9p. 1mf. L1 ED 286 904
Equity and Excellence: A Response to "A Nation at Risk." Delaware Spring Regional Workshop (Wilmington, Delaware, May 2-3, 1984).
96p. 1mf. L1 ED 286 965
Evaluation of the Hinsdale School District 181 Telewriter Program.
32p. 1mf. L1 ED 286 731
Gender Differential Developmental Change in the Achievement-Self-Image Relationship over Early Adolescence.
27p. 1mf. L1 ED 286 736
Homogeneity of School Achievement.
14p. 1mf. L1 ED 286 915
Longitudinal Study of Maternal Psychosocial Characteristics and Child School Adaptation.
15p. 1mf. L1 ED 286 628
Maternal Employment, Maternal Role Satisfaction and Early Adolescent Outcomes.
35p. 1mf. L1 ED 286 655
Motivating American Indians into Graduate Studies. ERIC Digest.
4p. 1mf. L1 ED 286 703
Reaching Beyond Our Limitations: An Interview with Rev. Floyd H. Flake, Member, U.S. House of Representatives, Founder, Allen Christian School.
5p. 1mf. L1 ED 286 982
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies. ERIC Digest.
4p. 1mf. L1 ED 286 705
Relation of High School Academic Performance and Student Effort to Language Use and Recenty of Migration among Asian- and Pacific-Americans.
45p. 1mf. L1 ED 286 973
Relationship of Student Achievement and Characteristics in Two Selected School Facility Environmental Settings.
15p. 1mf. L1 ED 286 278
Secondary School Profiles, 1985-1986. Rochester City School District. Includes New York State Comprehensive Assessment Report Data.
144p. 2mf. L1 ED 286 888
South Carolina Statewide Testing Program: 1986 Summary Report. Office of Research Report Series, Volume One, Number 88.
215p. 3mf. L1 ED 286 899
Student Achievement Study, 1970-1974. The IEA Six-Subject Data Bank machine-readable data file .
4p. 1mf. L3 ED 286 945
Study of the Relationship between Reading, Computational, and Critical Thinking Skills and Academic Success in Fundamentals of Chemistry.
8p. 1mf. L1 ED 286 569
Summary of Program Evaluation Results: 1985-1986 School Year Pre-Kindergarten Educational Program.
86p. 1mf. L1 ED 286 593
Understanding the Operational Model of Self-Concept: An Educational Approach.
15p. 1mf. L1 ED 286 848
Academic Advising
Student Flow Model: Issues and Recommendations.
20p. 1mf. L1 ED 286 426
Academic Education
Strengthening Academics in Vocational-Technical Education in Ohio.
32p. 1mf. L1 ED 286 078
Academic Failure
Analysis of the Non-Promotion of Regular Students Enrolled in Elementary Public Education in Louisiana during the 1983-84 to 1985-86 School Sessions.
44p. 1mf. L1 ED 286 949
Comparative Analysis of Non-Promotions in the Top Eight Major Public School Districts of Louisiana During the School Years of 1983-84 to 1985-86.
50p. 1mf. L1 ED 286 950
Academic Freedom
Bassett to Kemp: Academic Freedom Today. The Eighth Earl V. Pullias Lecture in Higher and Postsecondary Education, 1986.
26p. 1mf. L1 ED 286 389
Case Studies of the AIA Movement.
12p. 1mf. L1 ED 286 213
Academic Libraries
Abstracts and Indexes Cataloging Project Report.
131p. 2mf. L1 ED 286 517
Examination and Analysis of Circulation Patterns in the Nursing Books of an Academic Library.
21p. 1mf. L1 ED 286 532
Investigation into the Correlation between Book Circulation and Journal Use in the Science and Technology Section of an Academic Library.
14p. 1mf. L1 ED 286 533
Library Research Guide for International Students.
76p. 1mf. L1 ED 286 524
NCIP: Means to an End. Minutes of the Meeting of the Association of Research Libraries (109th, Washington, D.C., October 22-23, 1986).
132p. 2mf. L1 ED 286 502
Need for Librarians in California: Report on a Survey of the State's Libraries.
114p. 2mf. L1 ED 286 513
New Books, and Those Previously Used, Lead the Band, by a Lot.
9p. 1mf. L1 ED 286 526
Preservation Planning Program. Study Report. Iowa State University Library. Final Report.
48p. 1mf. L2 ED 286 503
Sources for Women's History in the Microtext Department of the Sterling C. Evans Library at Texas A&M University. Volume I and Volume II.
83p. 1mf. L1 ED 286 530
Training Concerns for an Online Public Access Catalog.
11p. 1mf. L1 ED 286 537
Academic Persistence
Chicago Public High Schools: How Their Students' Low Income, Reading Scores, and Attendance Rates Relate to Dropout Level and Type of School. First Report to the Illinois State Board of Higher Education in Response to PA 84-712 of the 84th Illinois General Assembly--"The Educational Partnership Act."
66p. 1mf. L1 ED 286 282
Comparison of Grade Distributions for Telecourses and Print Based Courses.
10p. 1mf. L1 ED 286 562
Academic Probation
Study of the Relationship among Placement Test Scores and Gender and Ethnicity of Students in Three Insufficient Academic Progress Groups at the End of Fall Quarter, 1985. General College Studies.
26p. 1mf. L1 ED 286 560
Academic Rank (Professional)
College Faculty Salaries, 1976-1986. OERI Bulletin, August 1987.
19p. 1mf. L1 ED 286 413
Academic Standards
Course Standards Handbook.
254p. 3mf. L1 ED 286 567
Academically Gifted
Evaluation of College Level Coursework for Gifted Adolescents: An Investigation of Epistemological Stance, Knowledge Gain and Generalization.
13p. 1mf. L1 ED 286 910
Regional High School of Excellence Study Project. Northern Chautauqua County, 1985-1987.
286p. 3mf. L1 ED 286 261
Access to Education
Access and Advisement in Irish Higher Education: An American Perspective.
12p. 1mf. L1 ED 286 405
Robert Wood Johnson Foundation Special Report Number One. The Foundation's Minority Medical Training Programs.
25p. 1mf. L1 ED 286 410
Schools, Space and Social Policy: Educational Provision for the Children of Migrant Workers in Munich. International Monographs in Community and Educational Policy Studies.
47p. mf. L3 ED 286 662
Access to Information
Proceedings of the Symposium on Public Access to Federal Government Information (Salt Lake City, Utah, February 7, 1986).
83p. 1mf. L1 ED 286 516
Welfare Eligibility: Deficit Reduction Act Income Verification Issues. Fact Sheet for the Ranking Minority Member, Subcommittee on Oversight of Government Management, Committee on Governmental Affairs, United States Senate.
97p. 2mf. L1 ED 286 990
Accessibility (for Disabled)
Applications of Microcomputers in Early Childhood Special Education.
17p. 1mf. L1 ED 286 305
Utilization of Technology; Consumer Perspective.
7p. 1mf. L1 ED 286 332
Accident Prevention
Assessing the Effects of Grass Roots Drunk Driving Prevention Programs: First Facts. Report from the Drunk Driving Prevention Project.
55p. 1mf. L1 ED 286 102
Accountability
ASQ: Asking Significant Questions. Alternative Tools for Information Need and Accountability Assessments by Libraries.
428p. 5mf. L1 ED 286 519
Educational Accountability and the Need for Comprehensive Evaluation in TAFE.
88p. 1mf. L1 ED 286 053
Educational Accountability. ERIC Digest.
3p. 1mf. L1 ED 286 551
Instructional Planning and Beginning Teacher Assessment: Taking the Anxiety out of Accountability.
26p. 1mf. L1 ED 286 856
Accounting
Integrated Teaching Unit. A New Approach to Computer Assisted Education.
12p. 1mf. L1 ED 286 473
Accreditation (Institutions)
Council for Higher Education, Report No. 2. The Sixth Council, 1981-1986.
73p. 1mf. L1 ED 286 419
Formal Recognition of Employer-Sponsored Instruction: Conflict and Collegiality in Postsecondary Education. ASHE-ERIC Higher Education Report No. 3, 1987.
128p. 2mf. L1 ED 286 437
In a Position to Judge: The AACSB and the Issue of Business Administration Transfer.
12p. 1mf. L1 ED 286 542
Responding to Section III of the Southern Association's "Criteria for Accreditation": A Working Paper.
34p. 1mf. L1 ED 286 430
Accrediting Agencies
Council for Higher Education, Report No. 2. The Sixth Council, 1981-1986.
73p. 1mf. L1 ED 286 419
Acculturation
Relation of High School Academic Performance and Student Effort to Language Use and Recenty of Migration among Asian- and Pacific-Americans.
45p. 1mf. L1 ED 286 973
Vietnamese Cross-Cultural Adjustment.
7p. 1mf. L1 ED 286 977
Accuracy in Academia
Case Studies of the AIA Movement.
12p. 1mf. L1 ED 286 213
Achievement
Teaching Mathematics 5 to 11.
151p. mf. L3 ED 286 726
Achievement Gains
College Discovery Pre-Freshman Summer Program: Longitudinal Academic Outcomes for 1985 and 1986 and Program Data for 1987.
89p. 1mf. L1 ED 286 546
Riding the Rasch Tiger. Part 3: Rasch-Based Evaluation (Without Regrets or Regression to the Mean).
33p. 1mf. L1 ED 286 923
Student Outcomes Study. Year One, Final Report.
156p. 2mf. L1 ED 286 566
Achievement Rating
Riding the Rasch Tiger. Part 2: Implications for District Testing Programs (Where the Rubber Meets the Road).
44p. 1mf. L1 ED 286 922
Riding the Rasch Tiger. Part 3: Rasch-Based Evaluation (Without Regrets or Regression to the Mean).
33p. 1mf. L1 ED 286 923
Achievement Tests
Annual Report of California Achievement Tests Results, 1985-86.
282p. 3mf. L1 ED 286 894
Gender and Race Effects on Standardized Tests Predictive Validity: A Meta-analytical Study.
51p. 1mf. L1 ED 286 914
Gender Differences on the College Board Achievement Tests and the Advanced Placement Examinations: Effect Sizes Versus Some Upper-Tail Ratios.
16p. 1mf. L1 ED 286 913
Glimpse into the Thinking of Young New Zealanders.
17p. 1mf. L1 ED 286 195
Grade 6 English Language Arts Student Achievement Testing Program Bulletin. 1987-88 School Year.
39p. 1mf. L1 ED 286 196
Irving Independent School District: Standardized Test Results, 1985-86.
79p. 1mf. L1 ED 286 893
Quantitative Analysis of Curriculum Effectiveness: 1986.
331p. 4mf. L1 ED 286 892
Riding the Rasch Tiger. Part 1: Laying the Item Bank Foundation (Paul Volker Would Approve).
38p. 1mf. L1 ED 286 921
Right Achievement Test Makes Sense of Your Curriculum Development.
9p. 1mf. L1 ED 286 898
South Carolina Statewide Testing Program: 1986 Summary Report. Office of Research Report Series, Volume One, Number 88.
215p. 3mf. L1 ED 286 899
Stability of School Effectiveness Indices across Years.
26p. 1mf. L1 ED 286 900
Acid Rain
Acid Rain. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 763
Acquired Immune Deficiency Syndrome
Family Living Including Sex Education: Supplementary Material Related to AIDS.
27p. 1mf. L2 ED 286 128
Activity Units
Have a Bearable Summer-Read: An Activity Guide.
154p. 2mf. L1 ED 286 146
Have a Bearable Summer: '86 Summer Reading Program Planning Manual.
74p. 1mf. L1 ED 286 147
Adapted Physical Education
I'M SPECIAL Network. Final Report. National Dissemination Model for the I'M SPECIAL Program of Physical Education for the Handicapped, 1983-1986.
187p. 2mf. L1 ED 286 333
Adaptive Behavior (of Disabled)
Adaptive Behavioral Outcomes in Adolescents with Developmental Language Disorders.
22p. 1mf. L1 ED 286 301
Adaptive Testing
Computerized Adaptive Testing. ERIC Digest.
4p. 1mf. L1 ED 286 940
Addition
Improving Math Performance through a Peer Tutoring Program.
29p. 1mf. L1 ED 286 735
Adjustment (to Environment)
Home Environment Factors as Predictors of Child Adjustment in Mother-Employed Households: Results of a Nationwide Study.
26p. 1mf. L1 ED 286 581
Vietnamese Cross-Cultural Adjustment.
7p. 1mf. L1 ED 286 977
Adjustment Counselors
Therapeutic Services for Hispanic Families in Transition.
9p. 1mf. L1 ED 286 145
Administration
Day Care for Children in Denmark, Norway and Sweden.
144p. 2mf. L1 ED 286 658
Administrative Organization
Dilemma of Public School Improvement.
35p. 1mf. L1 ED 286 269
Library Staffing Needs in the California State University. A Report of the Task Force on Library Staffing.
143p. 2mf. L1 ED 286 500
Administrator Attitudes
Adminstrators' and Teachers' Attitudes Toward Mainstreaming.
26p. 1mf. L1 ED 286 296
Complexities in the Evaluation of Principals: The Relationship between Satisfaction with Evaluation Processes, Criteria, and Sources of Information.
31p. 1mf. L1 ED 286 276
Home-Schooling: Reasons Some Parents Choose This Alternative Form of Education, and a Study of the Attitudes of Home-Schooling Parents and Public School Superintendents Toward the Benefits of Home-Schooling.
58p. 1mf. L1 ED 286 624
How Can Principals Implement Tennessee's Instructional Model (TIM)? 3C's to Constructive Change.
9p. 1mf. L1 ED 286 260
Perceived Role of Oklahoma Secondary School Principals in Collective Negotiations.
24p. 1mf. L1 ED 286 283
Scenarios as Research Tools for Investigating Social Issues. Studies in Educational Administration Number 45.
17p. 1mf. L1 ED 286 280
Vocational Personality Types and Sex-Role Perceptions of Educational Administrators, Counselors, and Teachers.
31p. 1mf. L1 ED 286 270
Administrator Behavior
Scenarios as Research Tools for Investigating Social Issues. Studies in Educational Administration Number 45.
17p. 1mf. L1 ED 286 280
Administrator Education
Evaluation of the Management Training and the Career Anchors of a Group of MBA/MBL Graduates.
184p. 2mf. L1 ED 286 404
Gender: A Relevant Concept for Educational Leadership.
26p. 1mf. L1 ED 286 254
Leaders for America's Schools. The Report of the National Commission on Excellence in Educational Administration.
65p. 1mf. L1 ED 286 265
Administrator Evaluation
Complexities in the Evaluation of Principals: The Relationship between Satisfaction with Evaluation Processes, Criteria, and Sources of Information.
31p. 1mf. L1 ED 286 276
Administrator Guides
Administrative Responses to Campus Violence.
20p. 1mf. L1 ED 286 082
Administrator Qualifications
College Trustee Study machine-readable data file .
28p. 1mf. L3 ED 286 457
Administrator Role
Administrator's Overview for Teaching Reading.
12p. 1mf. L1 ED 286 287
Impact of a District-Wide Staff Development Effort on Secondary School Principals' Perceptions of Their Role.
22p. 1mf. L1 ED 286 267
Leaders for America's Schools. The Report of the National Commission on Excellence in Educational Administration.
65p. 1mf. L1 ED 286 265
Perceived Role of Oklahoma Secondary School Principals in Collective Negotiations.
24p. 1mf. L1 ED 286 283
Role of Supervisors of Agricultural Education in Educating Society about Agriculture. A Position Paper.
8p. 1mf. L1 ED 286 032
Administrators
Career Success: An Exploratory Study of Managers.
27p. 1mf. L1 ED 286 099
Report on Salaries of Administrative Nursing Faculty, Excluding Deans, in Colleges and Universities. Institutional Data Series 86-4.
41p. 1mf. L1 ED 286 392
Women in Sport--The Beat Goes On. The Colorado Model: Addressing the Declining Number of Women Leaders in Sport.
7p. 1mf. L1 ED 286 824
Admission Criteria
Selection for the Trades.
89p. 1mf. L1 ED 286 060
Adolescents
Caring for Young Children: Teen Notebook.
76p. 1mf. L2 ED 286 642
Caring: A Guide for 4-H Leaders and 4-H Club Members in 4-H Community Development Projects.
101p. 2mf. L2 ED 286 641
Employment-Focused Programs for Adolescent Mothers.
55p. 1mf. L1 ED 286 118
Keeping Healthy During Stressful Times. A Guide for 4-H Community Club Leaders.
15p. 1mf. L1 ED 286 095
Planned Parenthood Harris Poll Findings: Teens' Sexuality Knowledge and Beliefs.
38p. 1mf. L1 ED 286 086
Pre-Vocational Education: An Inside Story. A Study on the Introduction of Pre-Vocational Education into a Youth Custody Centre.
142p. 2mf. L1 ED 286 051
Preparing for Life: The Critical Transition of Adolescence.
14p. 1mf. L1 ED 286 587
Reasoning about School Rules: A Study of Adolescents with Antisocial Behaviors.
26p. 1mf. L2 ED 286 087
Statewide Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11: Report to Attorney General John K. Van de Kamp, Winter 1985-1986.
87p. 1mf. L1 ED 286 104
Vocational Teen Parenting (Adolescent Single Parents). Final Report, from July 1, 1986 to June 30, 1987.
45p. 1mf. L1 ED 285 988
When Love Really Hurts: Dating Violence Curriculum.
92p. 1mf. L1 ED 286 120
Young Adult Services Manual.
83p. 1mf. L1 ED 286 508
Adopted Children
Maternal Attachment Behaviors with Adopted and Birth Infants.
15p. 1mf. L1 ED 286 588
Adoption (Ideas)
Adoption Process for Personal Computers by Faculties in Business Administration and Teacher Education at the College and University Level.
97p. 2mf. L1 ED 286 417
Adult Basic Education
ABET: Adult Basic Education Tele-teacher. A 310/Special Demonstration Project, 1986-87. Final Report.
12p. 1mf. L1 ED 286 575
Adult Survival Skills Assessment.
32p. 1mf. L2 ED 286 047
AzALL: Arizona Adult Literacy Line, 1986-1987. Final Report.
13p. 1mf. L1 ED 286 574
Countywide Adult Basic Education Program. Final Report, 1986-1987.
9p. 1mf. L1 ED 286 572
Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor. Literacy Education for the Elderly Project.
56p. 1mf. L2 ED 286 000
Videodisc Education in Adult Basic Education. A 310 Special Demonstration Project, 1986-1987. Final Report.
11p. 1mf. L1 ED 286 573
Workplace Literacy. Essays from the Model Literacy Project.
374p. 4mf. L1 ED 286 068
Adult Child Relationship
Implicit Causality in Verbal Descriptions of Adult-Infant Interaction.
15p. 1mf. L1 ED 286 660
Adult Children
Treating the Aging Family: Demystifying Dysfunctional Role Expectations.
19p. 1mf. L1 ED 286 089
Adult Development
Role of Higher Education in Fostering the Personal Development of Teachers.
25p. 1mf. L1 ED 286 836
Adult Education
Adult Learner: Implications and Activities for Implementation.
12p. 1mf. L1 ED 286 041
Attrition of Part-Time TAFE Certificate Students.
244p. 3mf. L1 ED 286 055
Computer Assisted Learning in Basic Adult Education. Commissioned Research.
14p. 1mf. L1 ED 286 062
Continuing Education Needs of Academic Staff: Senior College Staff in TAFE.
91p. 1mf. L1 ED 286 057
Continuing Education Needs of Academic Staff. Full-Time TAFE College Lecturers.
88p. 1mf. L1 ED 286 061
Delivery of TAFE Services to People in Remote Areas--A Case Study with Generalisations.
200p. 3mf. L2 ED 286 058
Educational Accountability and the Need for Comprehensive Evaluation in TAFE.
88p. 1mf. L1 ED 286 053
Learning and Memory: Implications for Teaching Adults. A Background Paper on Teaching Adults Prepared for Public Service Instructors, Vocational Teachers, and Vocational Administrators in West Virginia.
20p. 1mf. L1 ED 286 042
Making the Connection. The Adult Education Movement and the 4th Unesco Conference.
38p. 1mf. L2 ED 286 008
Mediate and Educate. Techniques.
3p. 1mf. L1 ED 286 036
Non-Formal Education in the Developing States in the South African Context. Part II. Non-Formal Education in Ciskei.
58p. 1mf. L2 ED 285 976
Research and Development Digest--2. A Summary of Published Research by the Centre for the Period 1 July, 1986 - 30 June, 1987.
66p. 1mf. L1 ED 286 054
Adult Learning
Adult Learner: Implications and Activities for Implementation.
12p. 1mf. L1 ED 286 041
Learning and Memory: Implications for Teaching Adults. A Background Paper on Teaching Adults Prepared for Public Service Instructors, Vocational Teachers, and Vocational Administrators in West Virginia.
20p. 1mf. L1 ED 286 042
Teaching and Serving Adults through Vocational-Technical Education.
31p. 1mf. L1 ED 286 043
Adult Literacy
Adult Literacy and Technology Conference Proceedings (University Park, Pennsylvania, June 4-7, 1987).
73p. 1mf. L2 ED 286 066
Adult Literacy Education Program. New York State. Participant Data 1985-1986.
32p. 1mf. L1 ED 286 004
Assessment of the Federal Initiative in the Area of Adult Literacy. Staff Report of the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, U.S. House of Representatives, One-Hundredth Congress.
11p. 1mf. L1 ED 286 072
AzALL: Arizona Adult Literacy Line, 1986-1987. Final Report.
13p. 1mf. L1 ED 286 574
Collaborations for Literacy. An Intergenerational Reading Project. Tutor's Handbook.
163p. 2mf. L1 ED 285 970
Collaborations for Literacy. An Intergenerational Reading Project. Administrator's Handbook.
173p. 2mf. L1 ED 285 969
Job-Related Basic Skills. A Guide for Planners of Employee Programs. BCEL Bulletin Issue No. 2.
46p. 1mf. L2 ED 285 974
Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program. An Instructional Guide.
76p. 1mf. L1 ED 286 046
Literacy Action. A Resource Book for Colleges and Universities. First Edition.
217p. 3mf. L1 ED 286 040
Literacy Needs Assessment or LNA. A Tool for Assessing the Literacy Needs of a Local Community.
29p. 1mf. L1 ED 285 973
Literacy: The Challenge for Business.
20p. 1mf. L1 ED 286 153
Occupational Literacy and/or Literacy in the Workplace.
24p. 1mf. L1 ED 286 044
Organizing a Literacy Program for Older Adults. Literacy Education for the Elderly Project.
76p. 1mf. L2 ED 286 001
Project Literacy U.S. (PLUS): Information and Resources for Task Forces.
195p. 3mf. L1 ED 286 154
Tutoring Older Adults in Literacy Programs. Literacy Education for the Elderly Project.
36p. 1mf. L2 ED 286 002
Workplace Literacy. Essays from the Model Literacy Project.
374p. 4mf. L1 ED 286 068
Adult Literacy Initiative
Assessment of the Federal Initiative in the Area of Adult Literacy. Staff Report of the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, U.S. House of Representatives, One-Hundredth Congress.
11p. 1mf. L1 ED 286 072
Adult Programs
Adult Literacy Education Program. New York State. Participant Data 1985-1986.
32p. 1mf. L1 ED 286 004
Assessment of the Federal Initiative in the Area of Adult Literacy. Staff Report of the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, U.S. House of Representatives, One-Hundredth Congress.
11p. 1mf. L1 ED 286 072
Second Phase of an Experimental Project To Help Single Parents and Displaced Homemakers with Their Attitudinal, Behavioral Changes and Vocational Guidance. Final Report from September 9, 1986 to June 30, 1987.
31p. 1mf. L1 ED 285 991
Single Parents or Homemakers. Individualized Career Oriented Program for Equity (I.C.O.P.E.). Final Report from July 1, 1986 to June 30, 1987.
80p. 1mf. L1 ED 285 993
Vocational Education Support for Single Parents and Homemakers. Final Report from 7/1/86 - 6/30/87.
181p. 2mf. L1 ED 285 997
Adult Reading Programs
Collaborations for Literacy. An Intergenerational Reading Project. Tutor's Handbook.
163p. 2mf. L1 ED 285 970
Collaborations for Literacy. An Intergenerational Reading Project. Administrator's Handbook.
173p. 2mf. L1 ED 285 969
Literacy Action. A Resource Book for Colleges and Universities. First Edition.
217p. 3mf. L1 ED 286 040
Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor. Literacy Education for the Elderly Project.
56p. 1mf. L2 ED 286 000
Adult Students
Attrition of Part-Time TAFE Certificate Students.
244p. 3mf. L1 ED 286 055
Countywide Adult Basic Education Program. Final Report, 1986-1987.
9p. 1mf. L1 ED 286 572
Learning and Memory: Implications for Teaching Adults. A Background Paper on Teaching Adults Prepared for Public Service Instructors, Vocational Teachers, and Vocational Administrators in West Virginia.
20p. 1mf. L1 ED 286 042
Teaching and Serving Adults through Vocational-Technical Education.
31p. 1mf. L1 ED 286 043
Adult Vocational Education
Teaching and Serving Adults through Vocational-Technical Education.
31p. 1mf. L1 ED 286 043
Adults
Cognitive-Structural Approach to Adult Creativity.
17p. 1mf. L1 ED 285 972
Advanced Placement
Gender Differences on the College Board Achievement Tests and the Advanced Placement Examinations: Effect Sizes Versus Some Upper-Tail Ratios.
16p. 1mf. L1 ED 286 913
Advanced Placement Examinations (CEEB)
Gender Differences on the College Board Achievement Tests and the Advanced Placement Examinations: Effect Sizes Versus Some Upper-Tail Ratios.
16p. 1mf. L1 ED 286 913

Adventitious Impairments
Biomedical Techniques for Post Head Trauma Victims.
6p. 1mf. L1 ED 286 330

Adventure Education
Is It Really a Man's World? Male and Female Outdoor Adventure Leaders Rate Their Competency.
15p. 1mf. L1 ED 286 690

Advertising
Changes in United States Advertising 1976-1986 (a la Studs Terkel).
26p. 1mf. L1 ED 286 177
Effects of Television on Children. Foundation for Child and Youth Studies Selected Papers Number 47.
21p. 1mf. L1 ED 286 577
Mirror Your Audience's Attitude: A Global Profile.
23p. 1mf. L1 ED 286 233
You Are What Advertisers Want You To Eat.
13p. 1mf. L1 ED 286 857

Advocacy
Self-Advocacy and Assertiveness for the Learning Disabled College Student and How To Use Self-Advocacy Skills. Postsecondary Intervention Model for Learning Disabilities. Study Manual #4 and Study Manual #4, Part II.
24p. 1mf. L1 ED 286 311

Aesthetic Values
Evolving Aesthetic Criteria for Computer Generated Art: A Delphi Study.
92p. 1mf. L1 ED 286 462

Affectionate Behavior
Early Childhood Teachers' Affectionate Behavior: Differential Expression to Female Children, Male Children, and Groups of Children.
32p. 1mf. L1 ED 286 645

Affective Behavior
Getting There: A Phenomenology of the Contexts of Car Buying.
13p. 1mf. L1 ED 286 784
Parental Discipline Behaviors, Subjective Parental Situation Perceptions and Objective Characteristics of Discipline Situations.
13p. 1mf. L1 ED 286 659
Temperament Stability Across the First Two Years in Full-Term and Preterm Infants.
15p. 1mf. L1 ED 286 585

Affective Measures
Economic Attitudes and Attitude Change: The Impact of Economic Instruction in Early Adolescence.
35p. 1mf. L1 ED 286 797

Affirmative Action
Plan for Minority and Women Business Enterprise Contract Participation and Authorization To Amend Plan.
44p. 1mf. L1 ED 286 947

Africa
Black History: African Heritage, American Heritage.
66p. 1mf. L2 ED 286 803

Afro Caribbeans
FE Can Really Change Your Life. The Experience of Afro-Caribbean and Asian Students in Further Education. An Occasional Paper.
47p. 1mf. L1 ED 286 050

AFT Contracts
Agreement between the Rhode Island Board of Governors and Rhode Island College Chapter of the American Federation of Teachers AFL/CIO Local #1819, 1985-87.
92p. 1mf. L1 ED 286 441
Agreement between The State of New Jersey and the Council of New Jersey State College Locals (New Jersey State College System), NJSFT, AFT, AFL-CIO, July 1, 1986-June 30, 1989.
72p. 1mf. L2 ED 286 446
Agreement between The State of New York and United University Professions, 1985-1988.
158p. 2mf. L2 ED 286 445
Collective Bargaining Agreement between Portland State University Faculty Association, Local 3571, American Federation of Teachers, AFL-CIO, and Portland State University, October 18, 1985-June 30, 1987.
28p. 1mf. L2 ED 286 456
Collective Bargaining Agreement between Western Montana College Faculty Association (Local 4323, MFT, AFT, AFL-CIO) and the Board of Regents of Higher Education, Montana University System, July 1, 1985-June 30, 1987.
75p. 1mf. L1 ED 286 454
Memorandum of Understanding between University of California and University Council, American Federation of Teachers, Non-Senate Instructional Unit, July 1 1986-June 30, 1988.
90p. 1mf. L2 ED 286 453

Age Differences
Age and Sex Differences in Choice of Consultant for Various Types of Problems.
40p. 1mf. L1 ED 286 639
Children's Perception of Musical Sequences.
13p. 1mf. L1 ED 286 605
Development of Sex Constancy: The Role of Language.
18p. 1mf. L1 ED 286 656
Gender Constancy: A Realistic Approach.
16p. 1mf. L1 ED 286 583
Hows and Whys of Studying: The Relationship of Goals to Strategies.
24p. 1mf. L1 ED 286 937
Humor Assessment: From May to December.
21p. 1mf. L1 ED 286 093
Motor Performance of Women as a Function of Age and Physical Activity Level.
20p. 1mf. L1 ED 286 871
Now That the Law Has Changed: Assessing the Impact of the 21 Year Old Drinking Age.
30p. 1mf. L1 ED 286 108
Selected Results of a Cross-Sectional/Longitudinal Research on Sex-Role Development in German Children.
49p. 1mf. L1 ED 286 611

Agency Cooperation
CEC/NAPSEC Task Force To Develop Guidelines for Effective Cooperation between Public and Private Schools in Meeting Legal and Professional Responsibilities for the Education of Children with Disabilities.
17p. 1mf. L1 ED 286 307
Evaluation of the Dade-Monroe Multiagency Network for Severely Emotionally Disturbed Students.
65p. 1mf. L1 ED 286 338
Interagency Cooperation for Teacher Training.
14p. 1mf. L1 ED 286 304
VA and HRS Local Coordination of Florida's Home-Based Services to the Elderly.
26p. 1mf. L1 ED 286 113

Agency Role
Making the Connection. The Adult Education Movement and the 4th Unesco Conference.
38p. 1mf. L2 ED 286 008

Aggression
Reasoning about School Rules: A Study of Adolescents with Antisocial Behaviors.
26p. 1mf. L2 ED 286 087
Teachers' Strategies for Coping with Hostile-Aggressive Students. R.S. 185.
96p. 1mf. L1 ED 286 881

Aging (Individuals)
Families and Aging: Resources for Individuals and Groups.
16p. 1mf. L1 ED 286 137
Using Nutrition Against Aging and Degenerative Disease.
72p. 1mf. L1 ED 286 855

Agricultural Education
Adjustments Needed in Vocational Agriculture Programs To Meet the Employment Needs of the Food and Fiber System in the Next Decade. A Position Paper.
7p. 1mf. L1 ED 286 031
Measuring Computer Literacy in Colleges of Agriculture: Results, Conclusions and Implications.
30p. 1mf. L1 ED 286 474
Research on and Development of Teaching by Instructors in the Dutch Training Centres for Practical Agricultural Education.
18p. 1mf. L1 ED 286 834
Role of Supervisors of Agricultural Education in Educating Society about Agriculture. A Position Paper.
8p. 1mf. L1 ED 286 032
Transferring Relevant Farm Technology to Students from Less Industrialized Countries.
18p. 1mf. L1 ED 286 665
Vocational Agriculture: A Unique Program That Should Be Retained. A Position Paper.
12p. 1mf. L1 ED 286 030

Agricultural Production
Extension Education Impacts of Farming Systems Research in Lesotho.
363p. 4mf. L2 ED 285 975

Agricultural Safety
Using Pesticides Safely. Special Circular 296.
13p. 1mf. L1 ED 286 671

Agriculture
China: A Teaching Unit for Primary Grades.
95p. 1mf. L2 ED 286 804

Aid to Families with Dependent Children
Aid to Families with Dependent Children Program in Wisconsin: Staff Brief 86-15.
47p. 1mf. L1 ED 286 975

Alaska Natives
OTA Study on Indian Health Care. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, Second Session (February 20, 1986).
59p. 1mf. L1 ED 286 699

Alberta Vocational Centre (Edmonton)
Some Outcomes of an Employment-Oriented Post-Secondary Training Program for Educably Mentally Handicapped Adults.
28p. 1mf. L1 ED 286 069

Alcohol Abuse
Evaluation of an Elementary School-Based Alcohol Misuse Prevention Program.
19p. 1mf. L1 ED 286 110
Preventing Alcohol and Drug Abuse through Programs at the Workplace. WBGH Worksite Wellness Series.
53p. 1mf. L2 ED 286 010
Student Assistance Program Sandia High School 1985-86 Report.
28p. 1mf. L1 ED 286 080

Alcohol Education
Evaluation of an Elementary School-Based Alcohol Misuse Prevention Program.
19p. 1mf. L1 ED 286 110

Alcoholic Beverages
Now That the Law Has Changed: Assessing the Impact of the 21 Year Old Drinking Age.
30p. 1mf. L1 ED 286 108
San Mateo County's Server Information Program (S.I.P.): A Community-Based Alcohol Server Training Program.
13p. 1mf. L1 ED 286 132

Alcoholism
Alcoholism as a Discrete Personality Variable: Implications for its Heritability and Treatment.
17p. 1mf. L1 ED 286 121
Employee Assistance Program Cost Containment through the Utilization of Community-Based, Social Model Treatment Providers.
9p. 1mf. L1 ED 286 133

Allied Health Occupations Education
Health Occupations. Arkansas Public School Course Content Guide.
13p. 1mf. L1 ED 285 982

Alphabets
Pashto Basic Course. Writing Manual to Accompany Units 3-7.
299p. 4mf. L1 ED 286 344

Alternative Teacher Certification
Alternative Certification Program for Critical Teaching Fields.
183p. 2mf. L1 ED 286 730
Alternative Teacher Certification: Its Policy Implications for Classroom and Personnel Practice. Monograph No. 5.
120p. 2mf. L1 ED 286 264

Alternatives to Standardized Testing
Alternatives to Standardized Tests. ERIC Digest.
3p. 1mf. L1 ED 286 938

Alumni
Maricopa Community Colleges Alumni Study, 1986-87.
61p. 1mf. L1 ED 286 571

Alumni Education
Alumni Continuing Education.
311p. mf. L3 ED 286 397

American Assembly Collegiate Schools of Bus
In a Position to Judge: The AACSB and the Issue of Business Administration Transfer.
12p. 1mf. L1 ED 286 542

American Camping Association
Celebrations: American Camping Association Annual Report 1986.
17p. 1mf. L1 ED 286 670

American Chemical Society
Trends in the Chemical Industry. 1987 Survey of ACS Corporation Associates.
90p. 1mf. L2 ED 286 724

American Indian Culture
Hupa Activity Book.
203p. 3mf. L1 ED 286 691

American Indian Education
Parents' Roles and Responsibilities in Indian Education. Fact Sheet.
4p. 1mf. L1 ED 286 704

American Indian Languages
Hupa Activity Book.
203p. 3mf. L1 ED 286 691

American Indian Literature
Hupa Activity Book.
203p. 3mf. L1 ED 286 691

American Indian Studies
Native Library Resources for Elementary, Junior and Senior High Schools.
69p. 1mf. L1 ED 286 663

American Indians
Identifying Anglo, Mexican American and American Indian Respondents for a Study of Recent Widows: Suggestions for Future Researchers. Working Paper No. 23.
19p. 1mf. L1 ED 286 668
Motivating American Indians into Graduate Studies. ERIC Digest.
4p. 1mf. L1 ED 286 703
OTA Study on Indian Health Care. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, Second Session (February 20, 1986).
59p. 1mf. L1 ED 286 699

Analogical Reasoning
Using Analogical Reasoning to Deal with "Deep" Misconceptions in Physics.
20p. 1mf. L1 ED 286 745

Analogies
Generation of Spontaneous Analogies by Students Solving Science Problems.
14p. 1mf. L1 ED 286 758
Observed Methods for Generating Analogies in Scientific Problem Solving.
43p. 1mf. L1 ED 286 746

Andragogy
Adult Learner: Implications and Activities for Implementation.
12p. 1mf. L1 ED 286 041
Learning and Memory: Implications for Teaching Adults. A Background Paper on Teaching Adults Prepared for Public Service Instructors, Vocational Teachers, and Vocational Administrators in West Virginia.
20p. 1mf. L1 ED 286 042
Teaching and Serving Adults through Vocational-Technical Education.
31p. 1mf. L1 ED 286 043

Anglo Americans
Identifying Anglo, Mexican American and American Indian Respondents for a Study of Recent Widows: Suggestions for Future Researchers. Working Paper No. 23.
19p. 1mf. L1 ED 286 668

Animals
Pets: A Third/Fourth Grade Law-Related Education Unit. Teaching Students about Responsibility through Pet Ownership.
34p. 1mf. L1 ED 286 772

Answer Changing (Tests)
Improving the Validity of Classification Decisions on the Basis of Competency Test Performance by Means of Self Correction.
12p. 1mf. L1 ED 286 912

Antisocial Behavior
Reasoning about School Rules: A Study of Adolescents with Antisocial Behaviors.
26p. 1mf. L2 ED 286 087
Trends in Student Misconduct: The 70s and 80s.
38p. 1mf. L1 ED 286 954

Appalachia
Appalachian Regional Commission: 1986 Annual Report.
112p. 2mf. L1 ED 286 695

Appalachian Regional Commission DC
Appalachian Regional Commission: 1986 Annual Report.
112p. 2mf. L1 ED 286 695

Apple Macintosh
Macintoshed Library: Uses of the Apple Macintosh in a Special Library. First Edition.
21p. 1mf. L1 ED 286 501

AppleWorks
Using the Appleworks Word Processor (A Self-Paced Manual).
27p. 1mf. L1 ED 286 477

Appropriate Technology
Transferring Relevant Farm Technology to Students from Less Industrialized Countries.
18p. 1mf. L1 ED 286 665

Aptitude Treatment Interaction
Role of Prior Experience in Learning from Instruction.
8p. 1mf. L1 ED 286 931

Aquatic Sports
Rowing Physiology.
74p. 1mf. L1 ED 286 844

Arbitration
Mediate and Educate. Techniques.
3p. 1mf. L1 ED 286 036

Architecture
Processing of Architects' Records. A Case-Study: France.
83p. 1mf. L2 ED 286 528

Archives
Archival Appraisal of Sound Recordings and Related Materials: A RAMP Study with Guidelines.
98p. 2mf. L2 ED 286 538
Processing of Architects' Records. A Case-Study: France.
83p. 1mf. L2 ED 286 528

Arithmetic
Cognitive Arithmetic: Evidence for the Development of Automaticity.
10p. 1mf. L1 ED 286 732

Arizona
AzALL: Arizona Adult Literacy Line, 1986-1987. Final Report.
13p. 1mf. L1 ED 286 574

Arizona Career Ladder Teacher Incentive Pro
Teacher Development and Incentive Program: Research and Evaluation for Effective Policy Change and Reform.
17p. 1mf. L1 ED 286 838

Arkansas
Business Ownership and Management. Arkansas Public School Course Content Guide.
35p. 1mf. L1 ED 285 979
Career Orientation. Arkansas Public School Course Content Guide.
9p. 1mf. L1 ED 285 983
Exploratory Coordinated Career Education. Arkansas Public School Course Content Guide.
12p. 1mf. L1 ED 285 978
Health Occupations. Arkansas Public School Course Content Guide.
13p. 1mf. L1 ED 285 982
Home Economics. Arkansas Public School Course Content Guide.
58p. 1mf. L1 ED 285 980
Junior High Business Education. Arkansas Public School Course Content Guide.
21p. 1mf. L1 ED 285 981

Arousal Patterns
Getting There: A Phenomenology of the Contexts of Car Buying.
13p. 1mf. L1 ED 286 784

Art Activities
Arts Public in the South: Report #17.
61p. 1mf. L1 ED 286 785

Art Education
Arts, Language and the Schools.
9p. 1mf. L1 ED 286 806
Model for Evaluating Art Education Programs.
48p. 1mf. L1 ED 286 916
Red, White and Blue--Childhood and Citizenship.
29p. 1mf. L1 ED 286 821
What Place for the Arts?
17p. 1mf. L1 ED 286 805

Art History
Regionalist Art and Literature.
25p. 1mf. L1 ED 286 778

Articulation (Education)
Articulation Model for Advanced Placement of Students in Technical Colleges.
18p. 1mf. L1 ED 286 028
Assessment and Remediation Issues in Articulation.
13p. 1mf. L1 ED 286 435
High School-Community College Collaboration. ERIC Digest.
6p. 1mf. L1 ED 286 559
Status of the Transfer Function. ERIC Digest.
3p. 1mf. L1 ED 286 550

Artificial Intelligence
Experiments on Learning by Back Propagation.
54p. 1mf. L1 ED 286 930
Potential of Artificial Intelligence in Aids for the Disabled.
9p. 1mf. L1 ED 286 318

Asbestos
Asbestos. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 760
Asbestos: From Beginning to End.
21p. 1mf. L1 ED 286 279

Asian Americans
Asian American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
50p. 1mf. L2 ED 286 971
Relation of High School Academic Performance and Student Effort to Language Use and Recenty of Migration among Asian- and Pacific-Americans.
45p. 1mf. L1 ED 286 973

Asians
FE Can Really Change Your Life. The Experience of Afro-Caribbean and Asian Students in Further Education. An Occasional Paper.
47p. 1mf. L1 ED 286 050

Assertive Discipline
Assertive Discipline: What Do We Really Know?
14p. 1mf. L1 ED 286 618

Assertiveness
Self-Advocacy and Assertiveness for the Learning Disabled College Student and How To Use Self-Advocacy Skills. Postsecondary Intervention Model for Learning Disabilities. Study Manual #4 and Study Manual #4, Part II.
24p. 1mf. L1 ED 286 311

Assistive Devices (for Disabled)
Computer Technology and Academic Skill Training for Improving Disabled Students' Academic Performance: Applications and Limitations.
16p. 1mf. L1 ED 286 342
Improved Row/Column Scanning System.
6p. 1mf. L1 ED 286 320
Missouri LINC Assistive Device Service.
5p. 1mf. L1 ED 286 321
Modified Optacon: Towards an Educational Program.
8p. 1mf. L1 ED 286 326
Potential of Artificial Intelligence in Aids for the Disabled.
9p. 1mf. L1 ED 286 318

Associate Degrees
Less-Than-4-Year Awards in Institutions of Higher Education: 1983-85.
67p. 1mf. L1 ED 286 540

Atari
Introduction to the Atari Computer. A Program Written in the Pilot Programming Language.
6p. 1mf. L1 ED 286 486

Athletes
Athletes in Motion: Training for the Olympic Games with Mind and Body: Two Case Studies.
15p. 1mf. L1 ED 286 850
Drugs in Sport: An Overview.
17p. 1mf. L1 ED 286 849
Sport Participants' Achievement Goal Orientations and Projected Reasons for Discontinuing Sport Participation.
12p. 1mf. L1 ED 286 846

Athletic Coaches
Women in Sport--The Beat Goes On. The Colorado Model: Addressing the Declining Number of Women Leaders in Sport.
7p. 1mf. L1 ED 286 824

Athletics
Sports Shorts. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project.
319p. 4mf. L2 ED 286 720
Women in Sport--The Beat Goes On. The Colorado Model: Addressing the Declining Number of Women Leaders in Sport.
7p. 1mf. L1 ED 286 824

Attachment Behavior
Internal Representations of Attachment in Six-Year-Olds
22p. 1mf. L1 ED 286 590
Maternal Attachment Behaviors with Adopted and Birth Infants.
15p. 1mf. L1 ED 286 588

Attendance
Analysis of 1985-1986 Cleveland School District Data with Policy and Planning Implications: Attendance Issues.
99p. 2mf. L1 ED 286 956

Attendance Improvement Plan
Analysis of 1985-1986 Cleveland School District Data with Policy and Planning Implications: Attendance Issues.
99p. 2mf. L1 ED 286 956

Attendance Records
Chicago Public High Schools: How Their Students' Low Income, Reading Scores, and Attendance Rates Relate to Dropout Level and Type of School. First Report to the Illinois State Board of Higher Education in Response to PA 84-712 of the 84th Illinois General Assembly--"The Educational Partnership Act."
66p. 1mf. L1 ED 286 282

Attention
Children and Television: A Study of New TV Programs for Children Based on the Pilot of an Animated Production.
36p. 1mf. L1 ED 286 480

Attitude Change
Cognition in Counseling: Integrating Two Theoretical Approaches.
42p. 1mf. L1 ED 286 141
Economic Attitudes and Attitude Change: The Impact of Economic Instruction in Early Adolescence.
35p. 1mf. L1 ED 286 797
Methodology and Outcomes of Research on Modifying Attitudes Toward Persons with Disabilities: A Comprehensive, Systematic Review.
57p. 1mf. L1 ED 286 335
Nontraditional Options in Training for Employment. Final Report from July 1, 1986 to June 30, 1987.
32p. 1mf. L1 ED 285 999
Paradigmatic and Presumptive Shifts: Thomas Kuhn and Richard Whately in Tandem.
23p. 1mf. L1 ED 286 223
Parental Influence and Involvement on Reading Achievement.
13p. 1mf. L1 ED 286 150
Project To Increase the Awareness and Potential of Nontraditional Careers and To Eliminate Disproportionate Enrollment in Vocational Education Programs throughout the System. Final Report from July 1, 1986 to June 30, 1987.
36p. 1mf. L1 ED 285 996
Sex Equity Linkage and Coordination. Final Report from 7/1/86 to 6/30/87.
82p. 1mf. L1 ED 285 992

Attitude Measures
Evaluation of College Level Coursework for Gifted Adolescents: An Investigation of Epistemological Stance, Knowledge Gain and Generalization.
13p. 1mf. L1 ED 286 910

Attribution Theory
How Young People Interpret Teachers' Sanctions.
83p. 1mf. L1 ED 286 829
Implicit Causality in Verbal Descriptions of Adult-Infant Interaction.
15p. 1mf. L1 ED 286 660

Audience Analysis
Mirror Your Audience's Attitude: A Global Profile.
23p. 1mf. L1 ED 286 233

Audience Response
Measurement of Information-Based Complexity in Listening.
25p. 1mf. L1 ED 286 250

Audiodisks
Archival Appraisal of Sound Recordings and Related Materials: A RAMP Study with Guidelines.
98p. 2mf. L2 ED 286 538

Audiolingual Skills
Pashto Basic Course. Laboratory Manual, Units 1-7.
133p. 2mf. L1 ED 286 345

Audiotape Recordings
Archival Appraisal of Sound Recordings and Related Materials: A RAMP Study with Guidelines.
98p. 2mf. L2 ED 286 538
Comparative Study of the Effect of Subliminal Messages on Public Speaking Ability.
18p. 1mf. L1 ED 286 243

Audiovisual Aids
Educational Service Agencies and Media Technology in the United States.
104p. 2mf. L1 ED 286 483
Evaluation of the Hinsdale School District 181 Telewriter Program.
32p. 1mf. L1 ED 286 731

Audiovisual Instruction
Evaluating the Use and Effectiveness of Learner Controlled, Interactive Videodisc.
27p. 1mf. L1 ED 286 909

Auditory Perception
Children's Perception of Musical Sequences.
13p. 1mf. L1 ED 286 605
Listen, My Children, and You Shall Hear (Book 2-Revised). Grades Four through Six.
104p. 2mf. L2 ED 286 341
Listen, My Children, and You Shall Hear (Book 1-Revised). Pre-school through Grade Four.
104p. 2mf. L2 ED 286 340

Auditory Training
Teaching Piano Students with Learning Disabilities.
16p. 1mf. L1 ED 286 298

Audits (Verification)
Auditing Training and Development. Training and Development Research Center. Project Number Nineteen.
20p. 1mf. L1 ED 286 037

Australia
Attrition of Part-Time TAFE Certificate Students.
244p. 3mf. L1 ED 286 055
Computer Assisted Learning in Basic Adult Education. Commissioned Research.
14p. 1mf. L1 ED 286 062
Continuing Education Needs of Academic Staff: Senior College Staff in TAFE.
91p. 1mf. L1 ED 286 057
Continuing Education Needs of Academic Staff. Full-Time TAFE College Lecturers.
88p. 1mf. L1 ED 286 061
Delivery of TAFE Services to People in Remote Areas--A Case Study with Generalisations.
200p. 3mf. L1 ED 286 058
Ecology of Job-Finding in Australia.
16p. 1mf. L1 ED 286 027
Education in and for a Multicultural Society: Issues and Strategies for Policy Making.
72p. 1mf. L1 ED 286 259
Occupational Clusters of the Engineering Technical Workforce: Summary Report.
27p. 1mf. L1 ED 286 059
Research and Development Digest--2. A Summary of Published Research by the Centre for the Period 1 July, 1986 - 30 June, 1987.
66p. 1mf. L1 ED 286 054
Selection for the Trades.
89p. 1mf. L1 ED 286 060

Australia (New South Wales)
Educational Accountability and the Need for Comprehensive Evaluation in TAFE.
88p. 1mf. L1 ED 286 053

Australia (Victoria)
School Organization and the Quality of Schooling: A Study of Victorian Government Secondary Schools. ACER Research Monograph No. 29.
179p. 2mf. L1 ED 286 263

Author Text Relationship
Glimpse into the Thinking of Young New Zealanders.
17p. 1mf. L1 ED 286 195

Authoring Aids (Programing)
Authoring Educational Software.
276p. 3mf. L2 ED 286 479

Auto Mechanics
Selection for the Trades.
89p. 1mf. L1 ED 286 060

Autobiographies
Autobiography as Representative Anecdote: A Burkean Paradigm for Research on Literacy Cultures.
17p. 1mf. L1 ED 286 189

Automation
Applying Automation to Investigations of Child Abuse. Impact Evaluation Report on the Case Decision Project (September 1, 1984, to August 31, 1986).
225p. 3mf. L1 ED 286 592
Employment Opportunities for the Handicapped in Programmable Automation.
6p. 1mf. L1 ED 286 322

Automobiles
Getting There: A Phenomenology of the Contexts of Car Buying.
13p. 1mf. L1 ED 286 784

Autoskill Component Reading Subskills Progr
Evaluation of the Effectiveness of Computer-Assisted Component Reading Subskills Training. Education and Technology Series.
236p. 3mf. L1 ED 286 163

Bachelors Degrees
Community Health Nursing Curriculum. Components in Baccalaureate Nursing Education.
19p. 1mf. L1 ED 286 414
Essentials of College and University Education for Professional Nursing. Final Report.
34p. 1mf. L1 ED 286 391
Trends in Bachelors and Higher Degrees, 1975-1985.
48p. 1mf. L1 ED 286 420

Bandura (Albert)
Piaget and Bandura: The Need for a Unified Theory of Learning.
31p. 1mf. L1 ED 286 796

Bankruptcy
Consumer Issues: Credit Usage, Money Management, and Bankruptcy.
9p. 1mf. L1 ED 286 075

Barcodes
Enabling Handicapped Nonreaders to Independently Obtain Information: Initial Development of an Inexpensive Bar Code Reader System.
11p. 1mf. L1 ED 286 316

Basic Business Education
Junior High Business Education. Arkansas Public School Course Content Guide.
21p. 1mf. L1 ED 285 981

Basic English Skills Test Plus Supplement
Evaluation of the English Oral Fluency of Limited English Proficient Twelfth Grade Students.
62p. 1mf. L1 ED 286 906

Basic Skills
Assessment and Remediation Issues in Articulation.
13p. 1mf. L1 ED 286 435

(Continued)

Basic Skills *(Continued)*
Computer Technology and Academic Skill Training for Improving Disabled Students' Academic Performance: Applications and Limitations.
16p. 1mf. L1 ED 286 342
Effective Practices in Secondary Basic Skills Programs: A Compendium of Case Studies.
227p. 3mf. L1 ED 286 986
Job-Related Basic Skills. A Guide for Planners of Employee Programs. BCEL Bulletin Issue No. 2.
46p. 1mf. L2 ED 285 974
Non-Formal Education in the Developing States in the South African Context. Part II. Non-Formal Education in Ciskei.
58p. 1mf. L2 ED 285 976
Special Students, Technology, and Basic Skills Education.
8p. 1mf. L1 ED 286 331
Stability of School Effectiveness Indices across Years.
26p. 1mf. L1 ED 286 900
Strengthening Academics in Vocational-Technical Education in Ohio.
32p. 1mf. L1 ED 286 078
Superstars II, Intermediate. A Standards of Excellence Curriculum Project for Intermediate-Level Students.
267p. 3mf. L1 ED 286 740
Superstars II, Primary. A Standards of Excellence Curriculum Project for Primary-Level Students.
337p. 4mf. L1 ED 286 739

Basic Writing
Talking into Writing: Exercises for Basic Writers.
69p. 1mf. L1 ED 286 200

Battelle Developmental Inventory
Preschool Evaluation Report: Year 1 Report.
62p. 1mf. L1 ED 286 337

Bears
Have a Bearable Summer-Read: An Activity Guide.
154p. 2mf. L1 ED 286 146
Have a Bearable Summer: '86 Summer Reading Program Planning Manual.
74p. 1mf. L1 ED 286 147

Beginning Reading
Integrating Reading and Writing Instruction at the Primary Level.
12p. 1mf. L1 ED 286 158

Beginning Teacher Assistance Program
Beginning Teacher's Handbook.
191p. 2mf. L1 ED 286 852

Beginning Teacher Induction
Beginning Teacher's Handbook.
191p. 2mf. L1 ED 286 852
Passing the Torch: Retired Teachers as Mentors for New Teachers.
54p. 1mf. L1 ED 286 863

Beginning Teachers
Beginning Teacher Assistance Program. Questions and Answers about the Assessment and Assistance Components.
24p. 1mf. L1 ED 286 851
Beginning Teacher's Handbook.
191p. 2mf. L1 ED 286 852
Instructional Planning and Beginning Teacher Assessment: Taking the Anxiety out of Accountability.
26p. 1mf. L1 ED 286 856
Passing the Torch: Retired Teachers as Mentors for New Teachers.
54p. 1mf. L1 ED 286 863

Behavior
Preliminary Analysis of the Effects of Individual Difference Characteristics and Knowledge of Results on Perceptions of Leader Behavior.
24p. 1mf. L1 ED 286 134

Behavior Modification
Behavioral Management of Excessive Caffeine Consumption: Three Case Studies.
30p. 1mf. L1 ED 286 131
Effectiveness of Immediate versus Delayed Cognitive-Behavioral Treatment of Depression.
19p. 1mf. L1 ED 286 135

Behavior Patterns
Parental Discipline Behaviors, Subjective Parental Situation Perceptions and Objective Characteristics of Discipline Situations.
13p. 1mf. L1 ED 286 659

Behavior Rating Scales
Estimating the Reliability of Dynamic Variables Requiring Rater Judgment: A Generalizability Paradigm.
23p. 1mf. L1 ED 286 902
Ratio Scale Measurement of Conformity.
12p. 1mf. L1 ED 286 897
Self-Report Measure of Touching Behavior.
18p. 1mf. L1 ED 286 901

Behavior Standards
Contextual Differences in Effective Schooling in Louisiana.
16p. 1mf. L1 ED 286 272
Contrasting Childrearing Beliefs: Mothers and Preschool Teachers in Mexico.
39p. 1mf. L1 ED 286 614

Behavioral Stability
Infancy to Age Five: Predicting Fathers' Involvement.
14p. 1mf. L1 ED 286 612

Beliefs
Child Health Practices Reported by Day Care Center Parents: Implications for Early Childhood Educators.
10p. 1mf. L1 ED 286 600
Construction of a Learning Environment: A Typology of Personal Constructs.
44p. 1mf. L1 ED 286 607
Contrasting Childrearing Beliefs: Mothers and Preschool Teachers in Mexico.
39p. 1mf. L1 ED 286 614
Longitudinal Study of Catholic College Undergraduates' Affiliation and Faith Development.
11p. 1mf. L1 ED 286 401

Bias
Race Relations and Adolescents: Coping with New Realities. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
106p. 2mf. L1 ED 286 957

Bilingual Education
Bilingual Vocational Education. Project Abstracts 1987-1988.
28p. 1mf. L1 ED 286 067

Bilingual Students
Difference between Task Understanding and Reasoning Skills in Children's Syllogistic Performance.
27p. 1mf. L1 ED 286 373

Bill of Rights
Separation of Powers.
10p. 1mf. L1 ED 286 801

Biological Parents
Maternal Attachment Behaviors with Adopted and Birth Infants.
15p. 1mf. L1 ED 286 588

Biological Sciences
Process Skills Field Guide to Teaching Life Science.
40p. 1mf. L1 ED 286 714

Birth Rate
Births of Hispanic Parentage, 1983 and 1984.
20p. 1mf. L1 ED 286 958
Indicators of Future School Enrollments.
77p. mf. L3 ED 286 285

Black Attitudes
From South to North U.S.A.: The Afro-American Immigrant Experience in the Plays of August Wilson.
17p. 1mf. L1 ED 286 783

Black Businesses
Plan for Minority and Women Business Enterprise Contract Participation and Authorization To Amend Plan.
44p. 1mf. L1 ED 286 947

Black Colleges
White Presence at Traditionally Black Public Colleges and Universities: A Synopsis, 1837-1980.
31p. 1mf. L1 ED 286 403

Black Culture
From South to North U.S.A.: The Afro-American Immigrant Experience in the Plays of August Wilson.
17p. 1mf. L1 ED 286 783
Teaching the Black Rhetoric Course.
27p. 1mf. L1 ED 286 183

Black History
Black American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
40p. 1mf. L2 ED 286 972
Black History: African Heritage, American Heritage.
66p. 1mf. L2 ED 286 803
From South to North U.S.A.: The Afro-American Immigrant Experience in the Plays of August Wilson.
17p. 1mf. L1 ED 286 783

Black Students
Changes in Achievement Levels and Attendance in Postsecondary Schools: A Technical Note.
14p. 1mf. L1 ED 286 407
Inner-County Boundary Adjustments Pull Nearly all Schools within Guidelines 1986-87: Percentage of Black Teachers Unchanged, but Number Up; No Black Football and Basketball Coaches at Four Schools, Few Whites at Formerly-Black Schools.
56p. 1mf. L2 ED 286 953
Noncognitive Variables in Predicting Counseling Center Use by Race.
25p. 1mf. L1 ED 286 106
Predictors of Organic Chemistry Grades for Black Americans.
21p. 1mf. L1 ED 286 974
Reaching Beyond Our Limitations: An Interview with Rev. Floyd H. Flake, Member, U.S. House of Representatives, Founder, Allen Christian School.
5p. 1mf. L1 ED 286 982
Record 14 Fayette County Schools Assigned over 30 Percent Black Students 1986-87. Black Teachers Fall to Nine-Year Low of 187; Two Black Administrators Added.
72p. 1mf. L2 ED 286 952
Revisiting James Crow: A Re-Look at Separate but Equal.
21p. 1mf. L1 ED 286 979
Robert Wood Johnson Foundation Special Report Number One. The Foundation's Minority Medical Training Programs.
25p. 1mf. L1 ED 286 410
School and College Competency Testing Programs: Perceptions and Effects on the Black Students in Louisiana and North Carolina.
322p. 4mf. L1 ED 286 960
Strategic Plan To Address Recruitment and Retention Strategies for Black and Hispanic Students at Hudson County Community College.
77p. 1mf. L1 ED 286 549

Black Studies
Black History: African Heritage, American Heritage.
66p. 1mf. L2 ED 286 803

Blacks
Analysis of the Non-Promotion of Regular Students Enrolled in Elementary Public Education in Louisiana during the 1983-84 to 1985-86 School Sessions.
44p. 1mf. L1 ED 286 949
Black American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
40p. 1mf. L2 ED 286 972
Jefferson County and Louisville Have Most Segregated Public Housing in Kentucky 1985: Desegregation Accelerates at Most Authorities between July 1984 and July 1985.
74p. 1mf. L2 ED 286 951

Board of Education Policy
Plan for Minority and Women Business Enterprise Contract Participation and Authorization To Amend Plan.
44p. 1mf. L1 ED 286 947

Board of Education Role
Asbestos: From Beginning to End.
21p. 1mf. L1 ED 286 279
Education and the Law.
64p. mf. L3 ED 286 255

Body Language
Emblematic Gestures among Hebrew Speakers in Israel.
50p. 1mf. L1 ED 286 219

Book Talks
Revelation in a Public Library: Reflections on Ethnicity and Teaching.
8p. 1mf. L1 ED 286 505

Books
Examination and Analysis of Circulation Patterns in the Nursing Books of an Academic Library.
21p. 1mf. L1 ED 286 532
Investigation into the Correlation between Book Circulation and Journal Use in the Science and Technology Section of an Academic Library.
14p. 1mf. L1 ED 286 533
New Books, and Those Previously Used, Lead the Band, by a Lot.
9p. 1mf. L1 ED 286 526

Boston Public Schools MA
Quantitative Analysis of Curriculum Effectiveness: 1986.
331p. 4mf. L1 ED 286 892

Brain Hemisphere Functions
Artistic Expression through Exposure to the Right Brain Mode and Corresponding Relationship to the Learning Disabled.
17p. 1mf. L1 ED 286 306
Brain Dominance & Self-Actualization.
24p. 1mf. L1 ED 286 144

Broadcast Industry
Satellite News Feeds: Protecting a Transient Interest.
42p. 1mf. L1 ED 286 176
Trouble with Internships.
17p. 1mf. L1 ED 286 222

Broadway Plays
Eliot's "Cats" and a CATalog of Language Arts Activities.
10p. 1mf. L1 ED 286 211

BRS After Dark
Cost and Search Result Comparisons of BRS After Dark and Knowledge Index.
15p. 1mf. L1 ED 286 520

Budgeting
At-Risk Youth Planning Document for the State Board of Education and the Oregon Department of Education.
86p. 1mf. L1 ED 286 124

Bureaucracy
Against the Bureaucratization of Criticism.
17p. 1mf. L1 ED 286 251

Bus Transportation
Ihr Ticket fur Munchen (Your Ticket to Munich).
21p. 1mf. L1 ED 286 357

Business Administration Education
Adoption Process for Personal Computers by Faculties in Business Administration and Teacher Education at the College and University Level.
97p. 2mf. L1 ED 286 417
Evaluation of the Management Training and the Career Anchors of a Group of MBA/MBL Graduates.
184p. 2mf. L1 ED 286 404
In a Position to Judge: The AACSB and the Issue of Business Administration Transfer.
12p. 1mf. L1 ED 286 542

Business Education
Junior High Business Education. Arkansas Public School Course Content Guide.
21p. 1mf. L1 ED 285 981

Business Responsibility
Preparing for Life: The Critical Transition of Adolescence.
14p. 1mf. L1 ED 286 587

Business Skills
Iowa Family Day Care Handbook. 3rd Edition.
215p. 3mf. L1 ED 286 603

Caffeine
Behavioral Management of Excessive Caffeine Consumption: Three Case Studies.
30p. 1mf. L1 ED 286 131

Calibration
Riding the Rasch Tiger. Part 1: Laying the Item Bank Foundation (Paul Volker Would Approve).
38p. 1mf. L1 ED 286 921
Riding the Rasch Tiger. Part 2: Implications for District Testing Programs (Where the Rubber Meets the Road).
44p. 1mf. L1 ED 286 922

California
CALTAC-WILL 1985-1986. Including CALTAC-WILL 1983-1985. Proceedings of Three Series of Regional Workshops in Library Leadership (California, 1983-1986).
85p. 1mf. L1 ED 286 509
Course Standards Handbook.
254p. 3mf. L1 ED 286 567
Library and Information Needs Assessment and Five Year Plan.
176p. 2mf. L1 ED 286 511
Microcomputer Use in Learning Disabilities Programs at California Community Colleges.
36p. 1mf. L1 ED 286 564
Need for Librarians in California: Report on a Survey of the State's Libraries.
114p. 2mf. L1 ED 286 513
Origins and Outcomes: An Essay on the History of Student Aid in California. The Eureka Project: A Review of Student Financial Aid in California.
48p. 1mf. L1 ED 286 396
Profile of EOPS: Report of the 1986-87 Operational Program Reviews.
100p. 2mf. L1 ED 286 561
Statewide Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11: Report to Attorney General John K. Van de Kamp, Winter 1985-1986.
87p. 1mf. L1 ED 286 104
Student Outcomes Study. Year One, Final Report.
156p. 2mf. L1 ED 286 566

California Achievement Tests
Annual Report of California Achievement Tests Results, 1985-86.
282p. 3mf. L1 ED 286 894

California Conservation Corps
Workplace Literacy. Essays from the Model Literacy Project.
374p. 4mf. L1 ED 286 068

California Literacy Campaign
Summary and Evaluation of the California Literacy Campaign Retreat (Asilomar, California, February 25-27, 1987).
135p. 2mf. L1 ED 286 515

California Polytechnic State University
Training Concerns for an Online Public Access Catalog.
11p. 1mf. L1 ED 286 537

California State University
Agreement between the Board of Trustees of the California State University and the California Faculty Association, Unit 3, Faculty, July 1, 1987-June 30, 1991.
130p. 2mf. L1 ED 286 443
Library Staffing Needs in the California State University. A Report of the Task Force on Library Staffing.
143p. 2mf. L1 ED 286 500

CALTAC WILL
CALTAC-WILL 1985-1986. Including CALTAC-WILL 1983-1985. Proceedings of Three Series of Regional Workshops in Library Leadership (California, 1983-1986).
85p. 1mf. L1 ED 286 509

Camping
Celebrations: American Camping Association Annual Report 1986.
17p. 1mf. L1 ED 286 670

Campuses
Crime on Campus, 1978-1979: A Survey of 150 College Campuses and Cities machine-readable data file .
28p. 1mf. L3 ED 286 459

Canada
Education and the Law.
64p. mf. L3 ED 286 255

Canada Natives
Native Library Resources for Elementary, Junior and Senior High Schools.
69p. 1mf. L1 ED 286 663

Cancer
Asbestos. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 760
Cancer Prevention Programs in the Workplace. WBGH Worksite Wellness Series.
68p. 1mf. L2 ED 286 009

Capitalism
Stock Market Game, an Educator's Guide. Elementary School Edition Grades 6-8 .
70p. 1mf. L2 ED 286 812

Career Change
Factors Influencing Vocational Teachers' Mid-Life Career Decisions.
17p. 1mf. L1 ED 286 035
Focus on Careers. A Program for Single Parents or Homemakers. Final Report, Project No. 7-2D05, from July 1, 1986 to June 30, 1987.
58p. 1mf. L1 ED 285 985

Career Choice
Career Indecision.
20p. 1mf. L1 ED 286 143
Career Orientation. Arkansas Public School Course Content Guide.
9p. 1mf. L1 ED 285 983
Facilitator's Guide to Staff Training for the Rural America Series. Module XI: Community Perspectives. Research and Development Series No. 149L.
34p. 1mf. L1 ED 286 683
Reaching Math Potential.
178p. 2mf. L1 ED 286 709

Career Counseling
Learning Theories, Career Development Theories, and Their Applications at Two-Year Colleges.
52p. 1mf. L1 ED 286 142

Career Development
Career Development for Persons with Learning Disabilities. Postsecondary Intervention Model for Learning Disabilities. Study Manual #5.
21p. 1mf. L1 ED 286 312
Career Indecision.
20p. 1mf. L1 ED 286 143
Focus on Careers. A Program for Single Parents or Homemakers. Final Report, Project No. 7-2D05, from July 1, 1986 to June 30, 1987.
58p. 1mf. L1 ED 285 985
Learning Theories, Career Development Theories, and Their Applications at Two-Year Colleges.
52p. 1mf. L1 ED 286 142
Role of Higher Education in Fostering the Personal Development of Teachers.
25p. 1mf. L1 ED 286 836

Career Education
Career Opportunities in Science and Technology. LC Science Tracer Bullet.
11p. 1mf. L1 ED 286 761
Exploratory Coordinated Career Education. Arkansas Public School Course Content Guide.
12p. 1mf. L1 ED 285 978
Facilitator's Guide to Staff Training for the Rural America Series. Module 1: Understanding the Need. Research and Development Series No. 149B.
63p. 1mf. L1 ED 286 673
Facilitator's Guide to Staff Training for the Rural America Series. Introduction. Research and Development Series No. 149A.
21p. 1mf. L1 ED 286 672
Facilitator's Guide to Staff Training for the Rural America Series. Module V: Resources. Research and Development Series No. 149F.
36p. 1mf. L1 ED 286 677
Facilitator's Guide to Staff Training for the Rural America Series. Module IV: Behavioral and Program Objectives. Research and Development Series No. 149E.
46p. 1mf. L1 ED 286 676
Facilitator's Guide to Staff Training for the Rural America Series. Module III: Needs Assessment. Research and Development Series No. 149D.
54p. 1mf. L1 ED 286 675
Facilitator's Guide to Staff Training for the Rural America Series. Module II: Initial Planning. Research and Development Series No. 149C.
52p. 1mf. L1 ED 286 674
Facilitator's Guide to Staff Training for the Rural America Series. Module IX: Staff Development. Research and Development Series No. 149J.
29p. 1mf. L1 ED 286 681
Facilitator's Guide to Staff Training for the Rural America Series. Module VII. Counseling. Research and Development Series No. 149H.
50p. 1mf. L1 ED 286 679
Facilitator's Guide to Staff Training for the Rural America Series. Module VI: Career Guidance Practices. Research and Development Series No. 149G.
34p. 1mf. L1 ED 286 678
Facilitator's Guide to Staff Training for the Rural America Module X: Community Relations and Involvement. Research and Development Series No. 149K.
28p. 1mf. L1 ED 286 682
Facilitator's Guide to Staff Training for the Rural America Series. Module XII: Evaluation. Research and Development Series No. 149M.
44p. 1mf. L1 ED 286 684
Facilitator's Guide to Staff Training for the Rural America Series. Module XI: Community Perspectives. Research and Development Series No. 149L.
34p. 1mf. L1 ED 286 683
Facilitator's Guide to Staff Training for the Rural America Series. Participant Materials, Modules I-XIV. Research and Development Series No. 149Q.
171p. 2mf. L1 ED 286 688
Facilitator's Guide to Staff Training for the Rural America Series. Appendix A: Evaluation Procedures and Multiple Day Workshop Questionnaire. Research and Development Series No. 149P.
43p. 1mf. L1 ED 286 687
Facilitator's Guide to Staff Training for the Rural America Series. Module XIV: Case Studies. Research and Development Series No. 149O.
40p. 1mf. L1 ED 286 686
Facilitator's Guide to Staff Training for the Rural America Series. Module XIII: Cooperative Agreements with Business, Industry and Labor. Research and Development Series No. 149N.
42p. 1mf. L1 ED 286 685
Facilitator's Guide to Staff Training for the Rural America Series. Transparency Masters, Modules I-XIV. Research and Development Series No. 149R.
102p. 2mf. L1 ED 286 689
Second Phase of an Experimental Project To Help Single Parents and Displaced Homemakers with Their Attitudinal, Behavioral Changes and Vocational Guidance. Final Report from September 9, 1986 to June 30, 1987.
31p. 1mf. L1 ED 285 991
Single Parents or Homemakers. Individualized Career Oriented Program for Equity (I.C.O.P.E.). Final Report from July 1, 1986 to June 30, 1987.
80p. 1mf. L1 ED 285 993
Single Parents/Displaced Homemakers: Balancing Family Living, Education and Employment. Final Report from 7/01/86 to 6/30/87.
27p. 1mf. L1 ED 285 994

Career Exploration
Career Development for Persons with Learning Disabilities. Postsecondary Intervention Model for Learning Disabilities. Study Manual #5.
21p. 1mf. L1 ED 286 312
Career Orientation. Arkansas Public School Course Content Guide.
9p. 1mf. L1 ED 285 983
Exploratory Coordinated Career Education. Arkansas Public School Course Content Guide.
12p. 1mf. L1 ED 285 978
Pre-Vocational Education: An Inside Story. A Study on the Introduction of Pre-Vocational Education into a Youth Custody Centre.
142p. 2mf. L1 ED 286 051

Career Guidance
"Student-Based" Catalog and Career Decision Guide.
219p. 3mf. L1 ED 286 541
Facilitator's Guide to Staff Training for the Rural America Series. Module VIII: Placement. Research and Development Series No. 149I.
30p. 1mf. L1 ED 286 680
Learning Theories, Career Development Theories, and Their Applications at Two-Year Colleges.
52p. 1mf. L1 ED 286 142
Vocational Education Support for Single Parents and Homemakers. Final Report from 7/1/86 - 6/30/87.
181p. 2mf. L1 ED 285 997

Career Ladders
Career Success: An Exploratory Study of Managers.
27p. 1mf. L1 ED 286 099
Teacher Development and Incentive Program: Research and Evaluation for Effective Policy Change and Reform.
17p. 1mf. L1 ED 286 838

Career Planning
Career Planning/Readiness Program for Single Parents and Homemakers. Final Report, from July 1, 1986 to June 30, 1987.
52p. 1mf. L1 ED 285 989
Future Perfect: A Guide for Professional Development and Competence.
104p. mf. L3 ED 286 432

Careers
Career Success: An Exploratory Study of Managers.
27p. 1mf. L1 ED 286 099

Caregivers
Families and Aging: Resources for Individuals and Groups.
16p. 1mf. L1 ED 286 137
Organizing and Leading Caregiver Support Groups.
24p. 1mf. L1 ED 286 088
Support for Maintaining Independence in the Elderly--Future Requirements and Solutions: Florida's TEACH Demonstration Project--Home-Based, Case Management Services to the Medically Dependent Elderly and Their Caregivers--What We Hope To Learn.
24p. 1mf. L1 ED 286 114

Carpentry
Applied Academics. Applied Mathematics: Carpentry. Curriculum Bulletin VE-36.
160p. 2mf. L2 ED 286 748

Case Method (Teaching Technique)
Case Method of Teaching: Community College Faculty Are Taking a "Harvard Method" and Making It Their Own.
11p. 1mf. L1 ED 286 539

Case Studies
Health Communication: Two Case Studies--Multiple Sclerosis and Epstein-Barr Virus.
23p. 1mf. L1 ED 286 232
Innovative Methods for Collecting and Analyzing Qualitative Data: Vignettes and Pre-Structured Cases.
17p. 1mf. L1 ED 286 924
Method Experts Use To Evaluate the Validity of Models Used as Problem Representations in Science and Mathematics.
26p. 1mf. L1 ED 286 744

Cataloging
Abstracts and Indexes Cataloging Project Report.
131p. 2mf. L1 ED 286 517
Survey of 154 Randomly Selected Libraries in the State of New York Concerning Their Acquisition and Treatment of Computer Software.
177p. 2mf. L1 ED 286 506

Catholic Schools
Longitudinal Study of Catholic College Undergraduates' Affiliation and Faith Development.
11p. 1mf. L1 ED 286 401

Cats
Eliot's "Cats" and a CATalog of Language Arts Activities.
10p. 1mf. L1 ED 286 211

Causal Inferences
Developmental Changes in the Understanding of Simple and Complex Causal Relations in Stories.
16p. 1mf. L1 ED 286 161

Censorship
Bassett to Kemp: Academic Freedom Today. The Eighth Earl V. Pullias Lecture in Higher and Postsecondary Education, 1986.
26p. 1mf. L1 ED 286 389
Behind Textbook Censorship.
17p. 1mf. L1 ED 286 798

Census Figures
Creating a Database for Demographic Research: A Case Study.
14p. 1mf. L1 ED 286 908
Hispanic Population in the United States: March 1986 and 1987 (Advance Report).
17p. 1mf. L1 ED 286 696

Census 1980
Creating a Database for Demographic Research: A Case Study.
14p. 1mf. L1 ED 286 908

Center for the Study of Community Colleges
Student Assessment: Humanities. ERIC Digest.
3p. 1mf. L1 ED 286 553
Student Assessment: Literacy. ERIC Digest.
3p. 1mf. L1 ED 286 554
Student Assessment: Science. ERIC Digest.
3p. 1mf. L1 ED 286 555
Student Assessment: Social Science. ERIC Digest.
3p. 1mf. L1 ED 286 556

Certification
Alternative Teacher Certification: Its Policy Implications for Classroom and Personnel Practice. Monograph No. 5.
120p. 2mf. L1 ED 286 264
Medicine Handbook.
86p. 1mf. L1 ED 286 418
Preparing Effective Outdoor Pursuit Leaders.
130p. 2mf. L2 ED 286 692

Change Agents
Preparing Change Agents for Change Agent Roles.
12p. 1mf. L1 ED 286 666

Change Analysis
Changes in United States Advertising 1976-1986 (a la Studs Terkel).
26p. 1mf. L1 ED 286 177

Change Strategies
Behavioral Management of Excessive Caffeine Consumption: Three Case Studies.
30p. 1mf. L1 ED 286 131
Poverty, Income Distribution, the Family and Public Policy: A Study Prepared for the Use of the Subcommittee on Trade, Productivity, and Economic Growth of the Joint Economic Committee, Congress of the United States, 99th Congress, 2nd Session.
133p. 2mf. L1 ED 286 988

Charts
Understanding Charts and Graphs. Technical Report #8.
94p. 1mf. L1 ED 286 495

Chemical Industry
Trends in the Chemical Industry. 1987 Survey of ACS Corporation Associates.
90p. 1mf. L2 ED 286 724

Chemical Reactions
Chemical Demonstrations: A Sourcebook for Teachers. Volume 1.
186p. 2mf. L2 ED 286 722
Chemical Demonstrations: A Sourcebook for Teachers. Volume 2.
223p. 3mf. L2 ED 286 723

Chemistry
Chemical Demonstrations: A Sourcebook for Teachers. Volume 1.
186p. 2mf. L2 ED 286 722
Chemical Demonstrations: A Sourcebook for Teachers. Volume 2.
223p. 3mf. L2 ED 286 723
Predictors of Organic Chemistry Grades for Black Americans.
21p. 1mf. L1 ED 286 974
Study of the Relationship between Reading, Computational, and Critical Thinking Skills and Academic Success in Fundamentals of Chemistry.
8p. 1mf. L1 ED 286 569
Trends in the Chemical Industry. 1987 Survey of ACS Corporation Associates.
90p. 1mf. L2 ED 286 724
Videodisc Education in Adult Basic Education. A 310 Special Demonstration Project, 1986-1987. Final Report.
11p. 1mf. L1 ED 286 573

Chicago Public Schools IL
Chicago Public High Schools: How Their Students' Low Income, Reading Scores, and Attendance Rates Relate to Dropout Level and Type of School. First Report to the Illinois State Board of Higher Education in Response to PA 84-712 of the 84th Illinois General Assembly--"The Educational Partnership Act."
66p. 1mf. L1 ED 286 282
Plan for Minority and Women Business Enterprise Contract Participation and Authorization To Amend Plan.
44p. 1mf. L1 ED 286 947

Child Abuse
Abuse of Mentally Retarded Persons: Characteristics of the Abused, the Abuser, and the Informer.
24p. 1mf. L1 ED 286 313
Applying Automation to Investigations of Child Abuse. Impact Evaluation Report on the Case Decision Project (September 1, 1984, to August 31, 1986).
225p. 3mf. L1 ED 286 592
Child Abuse and Neglect in America: The Problem and the Response. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
110p. 2mf. L1 ED 286 122
Child Day Care Health Handbook.
86p. 1mf. L1 ED 286 617
Family Living Including Sex Education: Supplementary Material Related to Helping Children Protect Themselves from Sexual Abuse.
27p. 1mf. L2 ED 286 129
Handbook on the Implementation of Anti-Victimization Programs for School Children.
117p. 2mf. L1 ED 286 621
Report to Parents: A Collection.
12p. 1mf. L1 ED 286 576
State Plan for the Prevention of Child Abuse and Neglect.
25p. 1mf. L1 ED 286 123
To Report or Not To Report: Further Studies of Mental Health Professionals and Child Abuse.
11p. 1mf. L1 ED 286 140

Child Abuse and Neglect Reporting
To Report or Not To Report: Further Studies of Mental Health Professionals and Child Abuse.
11p. 1mf. L1 ED 286 140

Child Care Food Program
Child Care Food Program and Family Day Care: A How-To Manual.
110p. 2mf. L1 ED 286 632
Family Day Care: An Option for Rural Communities.
80p. 1mf. L1 ED 286 631

Child Caregivers
American Nanny: Opportunities, Training and Placement.
14p. 1mf. L1 ED 286 622
Caring for Young Children: Teen Notebook.
76p. 1mf. L2 ED 286 642
Caring: A Guide for 4-H Leaders and 4-H Club Members in 4-H Community Development Projects.
101p. 2mf. L2 ED 286 641
Family Day Care: An Option for Rural Communities.
80p. 1mf. L1 ED 286 631

Child Development
Child Day Care Health Handbook.
86p. 1mf. L1 ED 286 617
Kindergarten Issues: A Position Paper.
27p. 1mf. L1 ED 286 598

Child Development Centers
Comprehensive Child Development Centers Act. Report from the Committee on Labor and Human Resources (To Accompany S. 1542). 100th Congress, 1st Session.
15p. 1mf. L1 ED 286 985

Child Health
Day Care Infection Control Protocol.
91p. mf. L3 ED 286 650
Health Services for Children with Special Needs: Report of the Division of Services to Crippled Children for the Fiscal Years, 1984-1985, 1985-1986.
29p. 1mf. L1 ED 286 292

Child Health Care
Child Health Practices Reported by Day Care Center Parents: Implications for Early Childhood Educators.
10p. 1mf. L1 ED 286 600

Child Language
Description of Teacher and Child Language in Two Preschool Programs.
34p. 1mf. L1 ED 286 657
Development of Concrete and Abstract Noun Definitions: A Metalinguistic Analysis.
50p. 1mf. L1 ED 286 171
Development of Sex Constancy: The Role of Language.
18p. 1mf. L1 ED 286 656

Child Neglect
Child Abuse and Neglect in America: The Problem and the Response. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
110p. 2mf. L1 ED 286 122
State Plan for the Prevention of Child Abuse and Neglect.
25p. 1mf. L1 ED 286 123

Child Rearing
Contrasting Childrearing Beliefs: Mothers and Preschool Teachers in Mexico.
39p. 1mf. L1 ED 286 614
Infancy to Age Five: Predicting Fathers' Involvement.
14p. 1mf. L1 ED 286 612
Steps to Independence: A Resource Guide for Parents of Young Children.
59p. 1mf. L1 ED 286 651

Childhood Attitudes
Children in Blended and Step Families. Foundation for Child and Youth Studies Selected Papers Number 44.
17p. 1mf. L1 ED 286 579

Childhood Interests
Reading on Television?
16p. 1mf. L1 ED 286 490

Childhood Needs
Children in Blended and Step Families. Foundation for Child and Youth Studies Selected Papers Number 44.
17p. 1mf. L1 ED 286 579
Crisis in Homelessness: Effects on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
245p. 3mf. L1 ED 286 116

Children
Effects of Adults' Behavior on Child Coping and Distress during BMA/LP Procedures: A Sequential Analysis.
31p. 1mf. L1 ED 286 125
Keeping Healthy During Stressful Times. A Guide for 4-H Community Club Leaders.
15p. 1mf. L1 ED 286 095
Racial Intolerance: A Child's Perspective. Foundation for Child and Youth Studies Selected Papers Number 48.
18p. 1mf. L1 ED 286 578
Stress Intervention Using Cognitive Principles.
7p. 1mf. L1 ED 286 090

Childrens Drawings
From General Theories to Specific Models: Successive Approximations to a Working-Memory Model of the Planning of Children's Drawings.
103p. 2mf. L1 ED 286 594

Childrens Games
Study of Traditional Circle Games of Five-Year-Old United States Public School Kindergarten Children.
18p. 1mf. L1 ED 286 638

Childrens Literature
Examination of the Sex-Role and Occupational-Role Presentations of Female Characters in Award-Winning Children's Picture Books.
31p. 1mf. L1 ED 286 225
Native Library Resources for Elementary, Junior and Senior High Schools.
69p. 1mf. L1 ED 286 663
Teaching Citizenship through Children's Literature.
119p. 2mf. L1 ED 286 771

China
China: A Teaching Unit for Primary Grades.
95p. 1mf. L2 ED 286 804
Outline of Vocational-Technical Teacher Training in China. Country Paper--People's Republic of China.
8p. 1mf. L1 ED 285 971

Chinese People
Teaching English to Chinese Students: A Bibliography.
12p. 1mf. L1 ED 286 368

Chronically Ill Persons
Health Communication: Two Case Studies--Multiple Sclerosis and Epstein-Barr Virus.
23p. 1mf. L1 ED 286 232

Cincinnati Public Schools OH
Chapter ONe Program in Community High School District #218: A Third Party Evaluation.
86p. 1mf. L1 ED 286 948
Instructional Computers in the Cincinnati Public Schools.
22p. 1mf. L1 ED 286 499

Cinquains
Five Lines for Sixth Grade. (A Lesson Model for Teaching the Writing of the Cinquain Poem to Sixth Grade Students.).
9p. 1mf. L1 ED 286 179

Circuses
Your Library--Greatest Show of All! A Planning Manual.
94p. 1mf. L1 ED 286 148
Your Library--Greatest Show of All! Activity Manual.
272p. 3mf. L1 ED 286 160

Ciskei
Non-Formal Education in the Developing States in the South African Context. Part II. Non-Formal Education in Ciskei.
58p. 1mf. L2 ED 285 976

Citations (References)
Acid Rain. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 763
Asbestos. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 760
Biological and Health Effects of Electromagnetic (Nonionizing) Radiation. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 762
Career Opportunities in Science and Technology. LC Science Tracer Bullet.
11p. 1mf. L1 ED 286 761

Citizen Participation
Elections: An Instructional Unit for Elementary Grades.
120p. 2mf. L2 ED 286 800
Teaching Citizenship through Children's Literature.
119p. 2mf. L1 ED 286 771

Citizenship Education
Classroom Presents the Constitution of the United States: A Story for Elementary School Children, and Materials for a Classroom Presentation of the Constitution of the United States: Script, Props, and Activities for Elementary School Children.
167p. 2mf. L2 ED 286 808
Elections: An Instructional Unit for Elementary Grades.
120p. 2mf. L2 ED 286 800
Red, White and Blue--Childhood and Citizenship.
29p. 1mf. L1 ED 286 821
Teaching Citizenship through Children's Literature.
119p. 2mf. L1 ED 286 771
Watergate: A Teaching Unit. Curriculum Project Report No. 4040. Experimental Edition.
75p. 1mf. L2 ED 286 813

City University of New York
Fiscal Indicators for Postsecondary Education in New York State, 1980-81 through 1984-85.
67p. 1mf. L1 ED 286 427

Civics
Student Achievement Study, 1970-1974. The IEA Six-Subject Data Bank machine-readable data file .
4p. 1mf. L3 ED 286 945

Civil Liberties
Revisiting Hutchins and "The Higher Learning in America."
31p. 1mf. L1 ED 286 394
Separation of Powers.
10p. 1mf. L1 ED 286 801

Civil Rights
Manual for Implementing Project Equity: A Sex Equity Law-Related Education Program.
36p. 1mf. L1 ED 286 776
Separation of Powers.
10p. 1mf. L1 ED 286 801

Class Activities
But I Just Said That. Weren't You Listening?
10p. 1mf. L1 ED 286 245
Eliot's "Cats" and a CATalog of Language Arts Activities.
10p. 1mf. L1 ED 286 211
Oral Communication, Grades K-6. Curriculum Bulletin No. 2. 1976-77 Series.
184p. 2mf. L2 ED 286 224

Class Size
Educational Effects of the Introduction of a State Supported Program of Smaller Classes. A Study of the First Year of Indiana's Project PRIME TIME and Its Effects on Test Results (1984-85). A Comprehensive Analysis.
15p. 1mf. L1 ED 286 842

Classical Literature
Competence, Expertise, and Accountability: Classical Foundations of the Cult of Expertise.
26p. 1mf. L1 ED 286 216

Classification
Construction of a Learning Environment: A Typology of Personal Constructs.
44p. 1mf. L1 ED 286 607
Development of Concrete and Abstract Noun Definitions: A Metalinguistic Analysis.
50p. 1mf. L1 ED 286 171
Improving the Validity of Classification Decisions on the Basis of Competency Test Performance by Means of Self Correction.
12p. 1mf. L1 ED 286 912
Internal Representations of Attachment in Six-Year-Olds
22p. 1mf. L1 ED 286 590
Processing of Architects' Records. A Case-Study: France.
83p. 1mf. L2 ED 286 528

Classroom Communication
Dependencies between Teacher-Child and Child-Child Contingent Verbal Behaviors in Two Preschool Programs.
32p. 1mf. L1 ED 286 661
Description of Teacher and Child Language in Two Preschool Programs.
34p. 1mf. L1 ED 286 657
Effect of Teachers' Language on Students' Conceptions of the Nature of Science.
20p. 1mf. L1 ED 286 734

Classroom Design
Practical Guide to Play, Piaget, and Language in Preprimary Hearing Impaired Programs.
572p. 6mf. L1 ED 286 293

Classroom Environment
Classroom Task Environments and Students' Task-Related Beliefs. Research Series No. 184.
35p. 1mf. L1 ED 286 861
Construction of a Learning Environment: A Typology of Personal Constructs.
44p. 1mf. L1 ED 286 607
Practical Guide to Play, Piaget, and Language in Preprimary Hearing Impaired Programs.
572p. 6mf. L1 ED 286 293
Relationship of Student Achievement and Characteristics in Two Selected School Facility Environmental Settings.
15p. 1mf. L1 ED 286 278
Toward Motivation To Learn: Explorations of Classrooms with a Learning Orientation.
19p. 1mf. L1 ED 286 591
What Did She Say? Meaning in a Second Language Classroom.
18p. 1mf. L1 ED 286 353
Whole Language: Not the Sum of Its Parts.
16p. 1mf. L1 ED 286 181

Classroom Research
Closer Look at Cloze.
17p. 1mf. L1 ED 286 376
Researchers at the Center: Suggestions for Early Childhood Educators.
18p. 1mf. L1 ED 286 647
Teacher as Researcher.
9p. 1mf. L1 ED 286 366

Classroom Techniques
Assertive Discipline: What Do We Really Know?
14p. 1mf. L1 ED 286 618
Dynamics of Effective Teaching.
340p. mf. L3 ED 286 870
Handbook on Mainstreaming Handicapped Students in Vocational Education. Second Edition.
33p. 1mf. L1 ED 286 079
Second International Mathematics Study; Longitudinal, Classroom Process Surveys for Population A: Students, Teachers, and Schools, 1981-1982 machine-readable data file .
193p. 3mf. L3 ED 286 769
Teachers' Strategies for Coping with Hostile-Aggressive Students. R.S. 185.
96p. 1mf. L1 ED 286 881
Teaching English to Chinese Students: A Bibliography.
12p. 1mf. L1 ED 286 368
Teaching in a TAFE College.
259p. 3mf. L1 ED 286 056

Clerical Occupations
Bilingual Microcomputer Business Skills Course. Vol. I. Joint Lesson 1-7.
387p. 5mf. L1 ED 286 023
Bilingual Microcomputer Business Skills Course. Vol. II. Joint Lesson 8-14.
323p. 4mf. L1 ED 286 024
Bilingual Microcomputer Business Skills Course. Vol. III. Joint Lesson 15-19.
221p. 3mf. L1 ED 286 025

Clerical Workers
Child Care and the Clerical Workforce: 85/86 National Survey.
25p. 1mf. L1 ED 286 609

Cleveland Public Schools OH
Analysis of 1985-1986 Cleveland School District Data with Policy and Planning Implications: Attendance Issues.
99p. 2mf. L1 ED 286 956

Client Characteristics (Human Services)
Annual Statistical Report Program Operations 1985. New York State Division for Youth.
133p. 2mf. L1 ED 286 961
Measurement of Client Preferences for Therapist Behavior.
38p. 1mf. L1 ED 286 138
Preliminary Outcome Study of an Outpatient Treatment Program for Gamblers.
16p. 1mf. L1 ED 286 139

Clinical Diagnosis
On-Line Representation of a Clinical Case and the Development of Expertise.
25p. 1mf. L1 ED 286 527

Clinical Experience
Community Health Nursing Curriculum. Components in Baccalaureate Nursing Education.
19p. 1mf. L1 ED 286 414

Clinical Psychology
Professional Interests and Scholarly Productivity of Clinical Psychology Graduate Students.
31p. 1mf. L1 ED 286 130

Clitics
Finnish Particle Clitics and General Clitic Theory. Working Papers in Linguistics No. 33.
171p. 2mf. L1 ED 286 381

Clothing Instruction
Review of Computer Software for Home Economics.
53p. 1mf. L1 ED 285 987

Cloze Procedure
Closer Look at Cloze.
17p. 1mf. L1 ED 286 376

Cochise College AZ
Assessment and Remediation Issues in Articulation.
13p. 1mf. L1 ED 286 435

Cognitive Ability
Children's Perception of Musical Sequences.
13p. 1mf. L1 ED 286 605
Contextual Thinking: The Most Basic of the Cognitive Skills.
26p. 1mf. L1 ED 286 634
Measuring Divergent Thinking Ability of Preschool Children Using Demonstrative as Well as Verbalized Responses.
13p. 1mf. L1 ED 286 637
Selected Results of a Cross-Sectional/Longitudinal Research on Sex-Role Development in German Children.
49p. 1mf. L1 ED 286 611

Cognitive Development
Cognitive Learning in the Environment: Secondary Students. ERIC/SMEAC Environmental Education Digest No. 1, 1987.
3p. 1mf. L1 ED 286 756
Cognitive-Structural Approach to Adult Creativity.
17p. 1mf. L1 ED 285 972
Conception of Preconventional Morality: Some Further Doubts.
28p. 1mf. L1 ED 286 602
Development of Concrete and Abstract Noun Definitions: A Metalinguistic Analysis.
50p. 1mf. L1 ED 286 171
Developmental Changes in the Understanding of Simple and Complex Causal Relations in Stories.
16p. 1mf. L1 ED 286 161
Educational Computing and Cognitive Skills: Curricular Issues and Prolog Prospects.
27p. 1mf. L1 ED 286 463
Meeting the Challenge: Computers and Higher Order Thinking. A Research Agenda. Program Report 86-15. Report of a Research Conference Held at the National Academy of Sciences (Washington, DC, October 31-November 1, 1985).
27p. 1mf. L1 ED 286 467

Cognitive Instructional Counseling
Cognition in Counseling: Integrating Two Theoretical Approaches.
42p. 1mf. L1 ED 286 141

Cognitive Processes
Cognition in Counseling: Integrating Two Theoretical Approaches.
42p. 1mf. L1 ED 286 141
Developing Teaching Expertise Where It Matters: Radio-Assisted Practice as an Application of Skills Psychology.
33p. 1mf. L1 ED 286 496
Eye Movement Control during Reading: I. The Location of Initial Eye Fixations on Words. Technical Report No. 406.
23p. 1mf. L1 ED 286 166
From General Theories to Specific Models: Successive Approximations to a Working-Memory Model of the Planning of Children's Drawings.
103p. 2mf. L1 ED 286 594
Hows and Whys of Studying: The Relationship of Goals to Strategies.
24p. 1mf. L1 ED 286 937
Interpreting Contradictory Communications.
10p. 1mf. L1 ED 286 582
Meeting the Challenge: Computers and Higher Order Thinking. A Research Agenda. Program Report 86-15. Report of a Research Conference Held at the National Academy of Sciences (Washington, DC, October 31-November 1, 1985).
27p. 1mf. L1 ED 286 467
On-Line Representation of a Clinical Case and the Development of Expertise.
25p. 1mf. L1 ED 286 527
Role of Prior Experience in Learning from Instruction.
8p. 1mf. L1 ED 286 931
Thinking Skills & Intelligence.
12p. 1mf. L1 ED 286 830
Toward a Qualitative Analysis of Standardized Tests Using an Information Processing Model.
17p. 1mf. L1 ED 286 933
Understanding Charts and Graphs. Technical Report #8.
94p. 1mf. L1 ED 286 495
Values and Affectivity from a Piagetian Point of View.
66p. 1mf. L1 ED 286 596
Values and Commitments Underlying Discussion. Professional Development on Discussion: Group Images in Action.
14p. 1mf. L1 ED 286 841

Cognitive Psychology
Developing Teaching Expertise Where It Matters: Radio-Assisted Practice as an Application of Skills Psychology.
33p. 1mf. L1 ED 286 496
Increasing Effects of Computers on Education.
12p. 1mf. L1 ED 286 498

Cognitive Restructuring
Effectiveness of Immediate versus Delayed Cognitive-Behavioral Treatment of Depression.
19p. 1mf. L1 ED 286 135
Stress Intervention Using Cognitive Principles.
7p. 1mf. L1 ED 286 090

Cognitive Structures
Emerging Consensus in Novice Physics Problem Solving Research.
20p. 1mf. L1 ED 286 733
Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconceptions Research. ERIC/SMEAC Science Education Digest No. 2, 1987.
3p. 1mf. L1 ED 286 757

Cognitive Style
Learning Style Theory and Practice.
53p. 1mf. L2 ED 286 873
Measuring Computational Estimation Processes.
45p. 1mf. L1 ED 286 929
Reasoning about School Rules: A Study of Adolescents with Antisocial Behaviors.
26p. 1mf. L2 ED 286 087
Role of Prior Experience in Learning from Instruction.
8p. 1mf. L1 ED 286 931
Teaching Logical Organization of Ideas in English.
19p. 1mf. L1 ED 286 364

Cognitive Tests
Toward a Qualitative Analysis of Standardized Tests Using an Information Processing Model.
17p. 1mf. L1 ED 286 933

Cohesion (Written Composition)
Teaching Logical Organization of Ideas in English.
19p. 1mf. L1 ED 286 364

Collaborations for Literacy
Collaborations for Literacy. An Intergenerational Reading Project. Tutor's Handbook.
163p. 2mf. L1 ED 285 970
Collaborations for Literacy. An Intergenerational Reading Project. Administrator's Handbook.
173p. 2mf. L1 ED 285 969

Collaborative Bargaining
Collective Communications: A Prescription for Success.
14p. 1mf. L1 ED 285 257

Collaborative Teaching
Buddy System: A Step toward More Reliable Grading.
13p. 1mf. L1 ED 286 201

Collective Bargaining
Agreement between Association of Pennsylvania State College and University Faculties (APSCUF) and State System of Higher Education (SSHE), July 1, 1985-June 30, 1987.
85p. 1mf. L2 ED 286 455
Agreement between Board of Trustees of Nebraska State Colleges and the State College Education Association, July 1, 1986-June 30, 1989.
26p. 1mf. L1 ED 286 444
Agreement between the Board of Regents of Higher Education and the Massachusetts Teachers Association/NEA, State Colleges of Massachusetts, April 23, 1977-June 30, 1989.
374p. 4mf. L1 ED 286 438
Agreement between the Board of Trustees of the California State University and the California Faculty Association, Unit 3, Faculty, July 1, 1987-June 30, 1991.
130p. 2mf. L1 ED 286 443
Agreement between the Board of Trustees of the University of Massachusetts on Behalf of the Board of Regents of Higher Education and the Massachusetts Society of Professors Faculty Staff Union/MTA/NEA.
137p. 2mf. L1 ED 286 442
Agreement between the Rhode Island Board of Governors and Rhode Island College Chapter of the American Federation of Teachers AFL/CIO Local #1819, 1985-87.
92p. 1mf. L1 ED 286 441
Agreement between The State of New Jersey and the Council of New Jersey State College Locals (New Jersey State College System), NJSFT, AFT, AFL-CIO, July 1, 1986-June 30, 1989.
72p. 1mf. L2 ED 286 446
Agreement between The State of New York and United University Professions, 1985-1988.
158p. 2mf. L2 ED 286 445
Agreement between University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii, 1987-1989.
99p. 2mf. L1 ED 286 449
Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors, August 1, 1986-July 31, 1988.
129p. 2mf. L1 ED 286 440
Agreement between Western Oregon State College Federation of Teachers and Western Oregon State College, July 1, 1985-June 30, 1987.
33p. 1mf. L1 ED 286 451
Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association, 1986-1989.
66p. 1mf. L1 ED 286 447
Collective Bargaining Agreement between Portland State University Faculty Association, Local 3571, American Federation of Teachers, AFL-CIO, and Portland State University, October 18, 1985-June 30, 1987.
28p. 1mf. L2 ED 286 456
Collective Bargaining Agreement between Association of Professors, Southern Oregon State College, and Southern Oregon State College, November 27, 1985-June 30, 1987.
36p. 1mf. L2 ED 286 450
Collective Bargaining Agreement between Montana University System and the Northern Montana College Federation of Teachers, July 1, 1985-June 30, 1987.
62p. 1mf. L1 ED 286 439
Collective Bargaining Agreement between Western Montana College Faculty Association (Local 4323, MFT, AFT, AFL-CIO) and the Board of Regents of Higher Education, Montana University System, July 1, 1985-June 30, 1987.
75p. 1mf. L1 ED 286 454
Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for The Connecticut State University, 1984-1987.
84p. 1mf. L2 ED 286 452
Collective Communications: A Prescription for Success.
14p. 1mf. L1 ED 286 257
Master Agreement between the State of Iowa Board of Regents and the Uni-United Faculty of University of Northern Iowa, July 1, 1987-June 30, 1989.
94p. 1mf. L1 ED 286 448
Memorandum of Understanding between University of California and University Council, American Federation of Teachers, Non-Senate Instructional Unit, July 1 1986-June 30, 1988.
90p. 1mf. L2 ED 286 453
Perceived Role of Oklahoma Secondary School Principals in Collective Negotiations.
24p. 1mf. L1 ED 286 283

College Administration
Higher Education Administrative Costs: Continuing the Study.
90p. 1mf. L1 ED 286 460
Wentworth Institute of Technology Factbook. Issue #7.
80p. 1mf. L1 ED 286 545
White Presence at Traditionally Black Public Colleges and Universities: A Synopsis, 1837-1980.
31p. 1mf. L1 ED 286 403

College Admission
Access and Advisement in Irish Higher Education: An American Perspective.
12p. 1mf. L1 ED 286 405
College Handbook, 1986-87. Twenty-Fourth Edition. Fall 1987 Admissions Requirements.
1934p. 21mf. L2 ED 286 388
Student Flow Model: Issues and Recommendations.
20p. 1mf. L1 ED 286 426

College Applicants
College Planning Information for Seniors, 1987-88.
25p. 1mf. L1 ED 286 136
Robert Wood Johnson Foundation Special Report Number One. The Foundation's Minority Medical Training Programs.
25p. 1mf. L1 ED 286 410

College Athletics
Drugs in Sport: An Overview.
17p. 1mf. L1 ED 286 849

College Attendance
Changes in Achievement Levels and Attendance in Postsecondary Schools: A Technical Note.
14p. 1mf. L1 ED 286 407
Report of the Statewide High School Post-Graduate Survey, Class of 1986.
55p. 1mf. L1 ED 286 429

College Board Achievement Tests
Gender Differences on the College Board Achievement Tests and the Advanced Placement Examinations: Effect Sizes Versus Some Upper-Tail Ratios.
16p. 1mf. L1 ED 286 913

College Bound Students
Challenging the Future. The University Marketing Report, 1985.
339p. 4mf. L1 ED 286 395
College Discovery Pre-Freshman Summer Program: Longitudinal Academic Outcomes for 1985 and 1986 and Program Data for 1987.
89p. 1mf. L1 ED 286 546
College Planning Information for Seniors, 1987-88.
25p. 1mf. L1 ED 286 136

College Buildings
Statistical Abstract, 1986.
250p. 3mf. L1 ED 286 399

College Choice
College Handbook, 1986-87. Twenty-Fourth Edition. Fall 1987 Admissions Requirements.
1934p. 21mf. L2 ED 286 388
College Planning Information for Seniors, 1987-88.
25p. 1mf. L1 ED 286 136

College Curriculum
"Other Voices" in Contemporary Ethical Dilemmas: The Value of the New Scholarship on Women in the Teaching of Ethics.
34p. 1mf. L1 ED 286 781
Community Health Nursing Curriculum. Components in Baccalaureate Nursing Education.
19p. 1mf. L1 ED 286 414
Educational Accountability. ERIC Digest.
3p. 1mf. L1 ED 286 551
Focus: A Forum on Teaching and Learning in Utah Community Colleges, Volume VI.
38p. 1mf. L1 ED 286 544
Nonsexist Curriculum Development: Theory into Practice. The Handbook of the Curriculum Design Project at the University of Colorado, Boulder.
132p. 2mf. L1 ED 286 773
Remedial/Developmental Instructions in an Actual Classroom Situation: Interfacing Social Science, English, and Reading.
34p. 1mf. L1 ED 286 978

College English
Writing Instruction in Colleges and Universities: A Survey from 1975-76 to 1985-86.
20p. 1mf. L1 ED 286 180

College Entrance Examinations
Access and Advisement in Irish Higher Education: An American Perspective.
12p. 1mf. L1 ED 286 405
Coaching for Tests. ERIC Digest.
4p. 1mf. L1 ED 286 939
Gender Differences on the College Board Achievement Tests and the Advanced Placement Examinations: Effect Sizes Versus Some Upper-Tail Ratios.
16p. 1mf. L1 ED 286 913
GMAT Exposed: Tricks from 20 GMATs. 2nd Edition.
111p. 2mf. L1 ED 286 919
LSAT Exposed: Tricks from 12 LSATs. Second Edition.
137p. 2mf. L1 ED 286 918
Predictive Validity of the Scholastic Aptitude Test for Disabled Students. Studies of Admissions Testing and Handicapped People, Report No. 8.
73p. 1mf. L1 ED 286 884

College Environment
Administrative Responses to Campus Violence.
20p. 1mf. L1 ED 286 082
College Handbook, 1986-87. Twenty-Fourth Edition. Fall 1987 Admissions Requirements.
1934p. 21mf. L2 ED 286 388
Crime on Campus, 1978-1979: A Survey of 150 College Campuses and Cities machine-readable data file .
28p. 1mf. L3 ED 286 459

College Faculty
Adoption Process for Personal Computers by Faculties in Business Administration and Teacher Education at the College and University Level. 97p. 2mf. L1 ED 286 417
Agreement between Association of Pennsylvania State College and University Faculties (APSCUF) and State System of Higher Education (SSHE), July 1, 1985-June 30, 1987. 85p. 1mf. L2 ED 286 455
Agreement between Board of Trustees of Nebraska State Colleges and the State College Education Association, July 1, 1986-June 30, 1989. 26p. 1mf. L1 ED 286 444
Agreement between the Board of Regents of Higher Education and the Massachusetts Teachers Association/NEA, State Colleges of Massachusetts, April 23, 1977-June 30, 1989. 374p. 4mf. L1 ED 286 438
Agreement between the Board of Trustees of the California State University and the California Faculty Association, Unit 3, Faculty, July 1, 1987-June 30, 1991. 130p. 2mf. L1 ED 286 443
Agreement between the Board of Trustees of the University of Massachusetts on Behalf of the Board of Regents of Higher Education and the Massachusetts Society of Professors Faculty Staff Union/MTA/NEA. 137p. 2mf. L1 ED 286 442
Agreement between the Rhode Island Board of Governors and Rhode Island College Chapter of the American Federation of Teachers AFL/CIO Local #1819, 1985-87. 92p. 1mf. L1 ED 286 441
Agreement between The State of New Jersey and the Council of New Jersey State College Locals (New Jersey State College System), NJSFT, AFT, AFL-CIO, July 1, 1986-June 30, 1989. 72p. 1mf. L2 ED 286 446
Agreement between The State of New York and United University Professions, 1985-1988. 158p. 2mf. L2 ED 286 445
Agreement between University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii, 1987-1989. 99p. 2mf. L1 ED 286 449
Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors, August 1, 1986-July 31, 1988. 129p. 2mf. L1 ED 286 440
Agreement between Western Oregon State College Federation of Teachers and Western Oregon State College, July 1, 1985-June 30, 1987. 33p. 1mf. L1 ED 286 451
Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association, 1986-1989. 66p. 1mf. L1 ED 286 447
Bassett to Kemp: Academic Freedom Today. The Eighth Earl V. Pullias Lecture in Higher and Postsecondary Education, 1986. 26p. 1mf. L1 ED 286 389
Collective Bargaining Agreement between Portland State University Faculty Association, Local 3571, American Federation of Teachers, AFL-CIO, and Portland State University, October 18, 1985-June 30, 1987. 28p. 1mf. L2 ED 286 456
Collective Bargaining Agreement between Association of Professors, Southern Oregon State College, and Southern Oregon State College, November 27, 1985-June 30, 1987. 36p. 1mf. L2 ED 286 450
Collective Bargaining Agreement between Montana University System and the Northern Montana College Federation of Teachers, July 1, 1985-June 30, 1987. 62p. 1mf. L1 ED 286 439
Collective Bargaining Agreement between Western Montana College Faculty Association (Local 4323, MFT, AFT, AFL-CIO) and the Board of Regents of Higher Education, Montana University System, July 1, 1985-June 30, 1987. 75p. 1mf. L1 ED 286 454
Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for The Connecticut State University, 1984-1987. 84p. 1mf. L2 ED 286 452
College Faculty Salaries, 1976-1986. OERI Bulletin, August 1987. 19p. 1mf. L1 ED 286 413
Continuing Education Needs of Academic Staff: Senior College Staff in TAFE. 91p. 1mf. L1 ED 286 057
Focus on Faculty: A Report on Professional Development at Niagara County Community College 1985-86. 23p. 1mf. L1 ED 286 570
Focus: A Forum on Teaching and Learning in Utah Community Colleges, Volume VI. 38p. 1mf. L1 ED 286 544
Master Agreement between the State of Iowa Board of Regents and the Uni-United Faculty of University of Northern Iowa, July 1, 1987-June 30, 1989. 94p. 1mf. L1 ED 286 448
Memorandum of Understanding between University of California and University Council, American Federation of Teachers, Non-Senate Instructional Unit, July 1 1986-June 30, 1988. 90p. 1mf. L2 ED 286 453
Practices in Higher Education Personnel Development in Nigeria: Professional Imperatives for the Future. 23p. 1mf. L1 ED 286 827
Statistical Abstract, 1986. 250p. 3mf. L1 ED 286 399

College Freshmen
Remedial/Developmental Instructions in an Actual Classroom Situation: Interfacing Social Science, English, and Reading. 34p. 1mf. L1 ED 286 978

College Graduates
Alumni Continuing Education. 311p. mf. L3 ED 286 397
College to Career. The Guide to Job Opportunities. 271p. mf. L3 ED 286 386
Maricopa Community Colleges Alumni Study, 1986-87. 61p. 1mf. L1 ED 286 571
Measures of Progress: Spring 1985 Student Follow-Up. 63p. 1mf. L1 ED 286 543

College Instruction
"Other Voices" in Contemporary Ethical Dilemmas: The Value of the New Scholarship on Women in the Teaching of Ethics. 34p. 1mf. L1 ED 286 781
Are Students Ratings of Different Academic Fields Different? 14p. 1mf. L1 ED 286 935
Disciplines and Undergraduate Lecturing. 57p. 1mf. L1 ED 286 436
Non-Credit Instructional Activities July 1, 1986 through December 31, 1986 with Trend Information from 1983. State University of New York. Office of Institutional Research Report No. 20-87A. 440p. 5mf. L1 ED 286 412
Teaching in a TAFE College. 259p. 3mf. L1 ED 286 056

College Libraries
Library Staffing Needs in the California State University. A Report of the Task Force on Library Staffing. 143p. 2mf. L1 ED 286 500

College Mathematics
Method Experts Use To Evaluate the Validity of Models Used as Problem Representations in Science and Mathematics. 26p. 1mf. L1 ED 286 744

College Planning
Enrollment Management. ERIC Digest. 6p. 1mf. L1 ED 286 558
Strategic Plan To Address Recruitment and Retention Strategies for Black and Hispanic Students at Hudson County Community College. 77p. 1mf. L1 ED 286 549

College Preparation
Motivating American Indians into Graduate Studies. ERIC Digest. 4p. 1mf. L1 ED 286 703

College Presidents
Revisiting Hutchins and "The Higher Learning in America." 31p. 1mf. L1 ED 286 394

College Programs
Council for Higher Education, Report No. 2. The Sixth Council, 1981-1986. 73p. 1mf. L1 ED 286 419
Index of Majors, 1986-87. Ninth Edition. 769p. 9mf. L2 ED 286 387
Literacy Action. A Resource Book for Colleges and Universities. First Edition. 217p. 3mf. L1 ED 286 040
Nursing Shortage Reduction Act of 1987. Report to Accompany S. 1402. Senate, 100th Congress, 1st Session. 15p. 1mf. L1 ED 286 422
Responding to Section III of the Southern Association's "Criteria for Accreditation": A Working Paper. 34p. 1mf. L1 ED 286 430
University Chemical Dependency Project: Final Report. 160p. 2mf. L1 ED 286 103

College School Cooperation
High School-Community College Collaboration. ERIC Digest. 6p. 1mf. L1 ED 286 559

College Science
Advanced Waste Treatment. A Field Study Training Program. 603p. 7mf. L2 ED 286 743
Chemical Demonstrations: A Sourcebook for Teachers. Volume 1. 186p. 2mf. L2 ED 286 722
Chemical Demonstrations: A Sourcebook for Teachers. Volume 2. 223p. 3mf. L2 ED 286 723
Disciplines and Undergraduate Lecturing. 57p. 1mf. L1 ED 286 436
Emerging Consensus in Novice Physics Problem Solving Research. 20p. 1mf. L1 ED 286 733
Generation of Spontaneous Analogies by Students Solving Science Problems. 14p. 1mf. L1 ED 286 758
Industrial Waste Treatment. A Field Study Training Program. 645p. 7mf. L2 ED 286 742
Method Experts Use To Evaluate the Validity of Models Used as Problem Representations in Science and Mathematics. 26p. 1mf. L1 ED 286 744
Observed Methods for Generating Analogies in Scientific Problem Solving. 43p. 1mf. L1 ED 286 746
Predictors of Organic Chemistry Grades for Black Americans. 21p. 1mf. L1 ED 286 974
Probability Estimation and the Use and Neglect of Base-Rate Information. Technical Report. 49p. 1mf. L1 ED 286 759
Towards a National Policy for Undergraduate Science Education: With the Recommendations of the National Higher Education Associations' Task Force. ACE Special Report. 30p. 1mf. L1 ED 286 384
Trends in the Chemical Industry. 1987 Survey of ACS Corporation Associates. 90p. 1mf. L2 ED 286 724
Using Analogical Reasoning to Deal with "Deep" Misconceptions in Physics. 20p. 1mf. L1 ED 286 745

College Students
American Students' Perceptions of American Foreign Policy. 6p. 1mf. L1 ED 286 817
Career Development for Persons with Learning Disabilities. Postsecondary Intervention Model for Learning Disabilities. Study Manual #5. 21p. 1mf. L1 ED 286 312
Collaborations for Literacy. An Intergenerational Reading Project. Administrator's Handbook. 173p. 2mf. L1 ED 285 969
College Costs and Student Aid. 10p. 1mf. L1 ED 286 424
Data Base Development for Effective Enrollment Management. 33p. 1mf. L1 ED 286 400
Higher Education Today: Facts in Brief. 60p. 1mf. L2 ED 286 390
Index of Majors, 1986-87. Ninth Edition. 769p. 9mf. L2 ED 286 387
Influence of Peer Culture on College Student Values. 16p. 1mf. L1 ED 286 115
Integration of Study Skills into a Distance Education History Course. 8p. 1mf. L1 ED 286 434
Kentucky College and University Enrollments, Fall 1986. 280p. 3mf. L1 ED 286 423
Longitudinal Study of Catholic College Undergraduates' Affiliation and Faith Development. 11p. 1mf. L1 ED 286 401
Mandatory Student Health Insurance: An Investigation. 50p. 1mf. L1 ED 286 428
Measuring Computer Literacy in Colleges of Agriculture: Results, Conclusions and Implications. 30p. 1mf. L1 ED 286 474
National Longitudinal Study (NLS) of the High School Class of 1972. Basic Institutional Source File machine-readable data file . 28p. 1mf. L3 ED 286 458
Noncognitive Variables in Predicting Counseling Center Use by Race. 25p. 1mf. L1 ED 286 106
Now That the Law Has Changed: Assessing the Impact of the 21 Year Old Drinking Age. 30p. 1mf. L1 ED 286 108
Opportunities at Independent Colleges and Universities in New York State through the Higher Education Opportunity Program = Oportunidades en los colegios y universidades independientes en el Estado de Nueva York a traves de los programas de oportunidad en educacion. 25p. 1mf. L1 ED 286 416
Self-Advocacy and Assertiveness for the Learning Disabled College Student and How To Use Self-Advocacy Skills. Postsecondary Intervention Model for Learning Disabilities. Study Manual #4 and Study Manual #4, Part II. 24p. 1mf. L1 ED 286 311
Statistical Abstract, 1986. 250p. 3mf. L1 ED 286 399
Student Activity Fee Primer: Current Research on Collection, Control and Allocation. 64p. mf. L3 ED 286 431
Study of Job Clubs for Two-Year College Students with Learning Disabilities. 220p. 3mf. L1 ED 286 026
Test Preparation and Test Taking Techniques. Postsecondary Intervention Model for Learning Disabilities. Study Manual #1. 19p. 1mf. L1 ED 286 308
University Chemical Dependency Project: Final Report. 160p. 2mf. L1 ED 286 103
Word Study: A Problem-Solving Strategy for Reading Comprehension. Postsecondary Intervention Model for Learning Disabilities. Study Manual #2. 21p. 1mf. L1 ED 286 309
Writing: The Research Paper. Postsecondary Intervention Model for Learning Disabilities. Study Manual #3. 17p. 1mf. L1 ED 286 310

College Transfer Students
Status of the Transfer Function. ERIC Digest. 3p. 1mf. L1 ED 286 550

College Trustee Study
College Trustee Study machine-readable data file . 28p. 1mf. L3 ED 286 457

Colonial History (United States)
America Past. Teacher's Guide. Sixteen 15-Minute Programs on the Social History of the United States for High School Students. 51p. 1mf. L2 ED 286 819

Columbia Greene Community College NY
New Books, and Those Previously Used, Lead the Band, by a Lot. 9p. 1mf. L1 ED 286 526

Commercial Television
Reading on Television? 16p. 1mf. L1 ED 286 490

Communicable Diseases
Day Care Infection Control Protocol. 91p. mf. L3 ED 286 650

Communication (Thought Transfer)
"When God Is Manly, All Men Are God-Like": A Rhetorical Analysis of the Protestant Christian Feminist Movement. 26p. 1mf. L1 ED 286 215
Approaching the Concept of Discourse Community. 13p. 1mf. L1 ED 286 184
Arts, Language and the Schools. 9p. 1mf. L1 ED 286 806
Comparative Study of the Effect of Subliminal Messages on Public Speaking Ability. 18p. 1mf. L1 ED 286 243
Lexical Modernization and Its Socio-Linguistic Effects: A Case from Indian Urdu. 27p. 1mf. L1 ED 286 375

Communication across the Curriculum
Communication across the Curriculum: A Common Essential Learning for Saskatchewan Students. A Study Completed for Saskatchewan Education Core Curriculum Investigation Project. Summary Paper. 69p. 1mf. L1 ED 286 221

Communication Aids (for Disabled)
Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984). 264p. 3mf. L1 ED 286 315
Enabling Handicapped Nonreaders to Independently Obtain Information: Initial Development of an Inexpensive Bar Code Reader System. 11p. 1mf. L1 ED 286 316
Holistic Application of High Technology for Conversation, Writing, and Computer Access Aid Systems. 12p. 1mf. L1 ED 286 325
Improved Row/Column Scanning System. 6p. 1mf. L1 ED 286 320
Integrating Communication, Computer Access, Environmental Control & Mobility. 9p. 1mf. L1 ED 286 317
State of the Art of High Tech Aids. 11p. 1mf. L1 ED 286 324

Communication Arts
Dance Theatre of Harlem--Theater Activity Packet. 60p. 1mf. L2 ED 286 247

Communication Problems
Health Communication: Two Case Studies--Multiple Sclerosis and Epstein-Barr Virus. 23p. 1mf. L1 ED 286 232
Language Problem in Science and the Role of the International Language Esperanto. Esperanto Documents 38 A. 14p. 1mf. L1 ED 286 370

Communication Skills
Communication across the Curriculum: A Common Essential Learning for Saskatchewan Students. A Study Completed for Saskatchewan Education Core Curriculum Investigation Project. Summary Paper. 69p. 1mf. L1 ED 286 221
Description of Teacher and Child Language in Two Preschool Programs. 34p. 1mf. L1 ED 286 657
Grade 6 English Language Arts Curriculum Specifications. 9p. 1mf. L1 ED 286 197
Junior High Language Arts Curriculum Guide. 159p. 2mf. L1 ED 286 198
Measurement of Information-Based Complexity in Listening. 25p. 1mf. L1 ED 286 250
Mediate and Educate. Techniques. 3p. 1mf. L1 ED 286 036
Oral Communication, Grades K-6. Curriculum Bulletin No. 2. 1976-77 Series. 184p. 2mf. L2 ED 286 224
Peer Social Behavior in Preschool Hearing Impaired Children: Comparisons and Models. 39p. 1mf. L1 ED 286 297

Communications
Technology Education. A Curriculum Guide. VOC ED 226. 65p. 1mf. L1 ED 286 039

Communications Satellites
Satellite News Feeds: Protecting a Transient Interest. 42p. 1mf. L1 ED 286 176

Communicative Competence (Languages)
Discussion Classes at University Level. 7p. 1mf. L1 ED 286 372
Evaluation of the English Oral Fluency of Limited English Proficient Twelfth Grade Students. 62p. 1mf. L1 ED 286 906
Latin for Communication. New York State Syllabus. 67p. 1mf. L1 ED 286 379

Community Action
Assessing the Effects of Grass Roots Drunk Driving Prevention Programs: First Facts. Report from the Drunk Driving Prevention Project. 55p. 1mf. L1 ED 286 102
Handbook on the Implementation of Anti-Victimization Programs for School Children. 117p. 2mf. L1 ED 286 621

Community Attitudes
Attitudes and Image of Reading Teachers. 10p. 1mf. L1 ED 286 169

Community Characteristics
Approaching the Concept of Discourse Community. 13p. 1mf. L1 ED 286 184

Community Colleges
Assessment and Remediation Issues in Articulation. 13p. 1mf. L1 ED 286 435
Business-Industry Involvement in Vocational-Technical Education at the Local Level. 37p. 1mf. L1 ED 286 076
Focus: A Forum on Teaching and Learning in Utah Community Colleges, Volume VI. 38p. 1mf. L1 ED 286 544
High School-Community College Collaboration. ERIC Digest. 6p. 1mf. L1 ED 286 559
Status of the Transfer Function. ERIC Digest. 3p. 1mf. L1 ED 286 550

Community Health Services
Community Health Nursing Curriculum. Components in Baccalaureate Nursing Education. 19p. 1mf. L1 ED 286 414
Medicaid: Determining Cost-Effectiveness of Home and Community-Based Services. Report to the Administrator, Health Care Financing Administration, Department of Health and Human Services. 21p. 1mf. L1 ED 286 084

Community Information Services
ABET: Adult Basic Education Tele-teacher. A 310/Special Demonstration Project, 1986-87. Final Report. 12p. 1mf. L1 ED 286 575
AzALL: Arizona Adult Literacy Line, 1986-1987. Final Report. 13p. 1mf. L1 ED 286 574

Community Involvement
Partnerships for Day Care: Final Report of the Governor's Day Care Partnership Initiative. 89p. 1mf. L1 ED 286 625

Community Programs
Organizing a Literacy Program for Older Adults. Literacy Education for the Elderly Project. 76p. 1mf. L2 ED 286 001
San Mateo County's Server Information Program (S.I.P.): A Community-Based Alcohol Server Training Program. 13p. 1mf. L1 ED 286 132

Community Resources
Alternative Education and Employment Preparation for Youth. The Eidos Program. 38p. 1mf. L1 ED 286 045
Facilitating the Collection and Dissemination of Information to Parents of Children in a Child Care Program. 90p. 1mf. L1 ED 286 646
Literacy Needs Assessment or LNA. A Tool for Assessing the Literacy Needs of a Local Community. 29p. 1mf. L1 ED 285 973
Utilizing Available Resources at the Local Level. Fact Sheet. 4p. 1mf. L1 ED 286 702

Community Schools
Innovation in Primary School Construction: Maldives Community Schools. Educational Building Report 12. 74p. 1mf. L2 ED 286 664

Community Services
Evaluation Study of Community Services, Mt. San Antonio College. 65p. 1mf. L1 ED 286 568
Utilizing Available Resources at the Local Level. Fact Sheet. 4p. 1mf. L1 ED 286 702

Community Study
Amityville: An Overview. 116p. 2mf. L1 ED 286 790
What Do You Know About Your Own Personal History? 39p. 1mf. L1 ED 286 787

Community Support
Children at Risk: Roadblocks to Achieving Potential. Eliminating the Barriers. 26p. 1mf. L1 ED 286 981

Comparative Analysis
Arts Public in the South: Report #17. 61p. 1mf. L1 ED 286 785
Changes in Achievement Levels and Attendance in Postsecondary Schools: A Technical Note. 14p. 1mf. L1 ED 286 407
Education in Ancient and the Present Egypt: From 4000 B.C. to A.D. 1983. 26p. 1mf. L1 ED 286 780
Human Values in Intercultural Communication: Japan Compared to the U.S.A. 13p. 1mf. L1 ED 286 236
Ideas of Prospective Teachers in the USA and the Netherlands about Teaching and Teacher Education--A Classification. 23p. 1mf. L1 ED 286 839
Practice of Feminist Teaching: A Case Study of Interactions among Curriculum, Pedagogy, and Female Cognitive Development. Working Paper No. 144. 69p. 1mf. L2 ED 286 880

Comparative Education
Access and Advisement in Irish Higher Education: An American Perspective. 12p. 1mf. L1 ED 286 405
Experts' Consultation on the Application of the International Standard Classification of Education to Programmes of Education at the Third Level in Countries of the Europe Region (Bucharest, Romania, May 11-13, 1987). 17p. 1mf. L1 ED 286 406

Compensation (Remuneration)
External Influences on School Climate. 21p. 1mf. L1 ED 286 275
Performance-Based Compensation Models: Status and Potential for Implementation. 48p. 1mf. L1 ED 286 286

Compensatory Education
Effective Practices in Secondary Basic Skills Programs: A Compendium of Case Studies. 227p. 3mf. L1 ED 286 986

Competence
Is It Really a Man's World? Male and Female Outdoor Adventure Leaders Rate Their Competency. 15p. 1mf. L1 ED 286 690
Steps to Independence: A Resource Guide for Parents of Young Children. 59p. 1mf. L1 ED 286 651

Competency Based Education
Educational Accountability. ERIC Digest. 3p. 1mf. L1 ED 286 551
MELT Bibliography. Materials Correlated with the Core Curriculum Competencies of the Mainstream English Language Training Project, Office of Refugee Resettlement. 293p. 4mf. L1 ED 286 074

Competency Based Teacher Education
Teacher Competency Testing. ERIC Digest. 4p. 1mf. L1 ED 286 944

Competition
Athletes in Motion: Training for the Olympic Games with Mind and Body: Two Case Studies. 15p. 1mf. L1 ED 286 850
Impact of Central City Newspaper Market Structure on Suburban Newspaper Existence and Circulation. 23p. 1mf. L1 ED 286 175
Impact of Intercity Competition on Daily Newspaper Content. 29p. 1mf. L1 ED 286 174

Competitive Selection
Effectiveness of Selective and Non-Selective Schools: An Experiment of Nature. 34p. 1mf. L1 ED 286 266

Compliance (Legal)
Creating Least Restrictive Learning Environments: A Guide for Mainstreaming. Curriculum Bulletin, 1977-78 Series, No. 10. 179p. 2mf. L2 ED 286 336
South Carolina Administrative Provisions for Vocational Education. Fiscal Year 1988. 108p. 2mf. L1 ED 286 073
To Report or Not To Report: Further Studies of Mental Health Professionals and Child Abuse. 11p. 1mf. L1 ED 286 140
Wyatt v. Stickney: A Consent Decree. 23p. 1mf. L1 ED 286 314

Comprehension
Children and Television: A Study of New TV Programs for Children Based on the Pilot of an Animated Production. 36p. 1mf. L1 ED 286 480

Comprehensive Schools (Great Britain)
Effectiveness of Selective and Non-Selective Schools: An Experiment of Nature. 34p. 1mf. L1 ED 286 266

Comprehensive Tests of Basic Skills
South Carolina Statewide Testing Program: 1986 Summary Report. Office of Research Report Series, Volume One, Number 88. 215p. 3mf. L1 ED 286 899

Compulsory Education
Effectiveness of Selective and Non-Selective Schools: An Experiment of Nature. 34p. 1mf. L1 ED 286 266

Computer Assisted Instruction
Applications of Microcomputers in Early Childhood Special Education. 17p. 1mf. L1 ED 286 305
Authoring Educational Software. 276p. 3mf. L2 ED 286 479
Computer as a Tool in SAT Preparation. 16p. 1mf. L1 ED 286 932
Computer Assisted Learning in Basic Adult Education. Commissioned Research. 14p. 1mf. L1 ED 286 062
Computer Technology and Academic Skill Training for Improving Disabled Students' Academic Performance: Applications and Limitations. 16p. 1mf. L1 ED 286 342
Developing a Computer-Based Learning Tool for Handicapped Students. 5p. 1mf. L1 ED 286 328
Differing Structures in Development of Interactive Media Based Learning. 7p. 1mf. L1 ED 286 472
Does Computer Assisted Instruction Affect the Achievement of Third Graders in Library Skills? 55p. 1mf. L1 ED 286 464
Evaluation of the Effectiveness of Computer-Assisted Component Reading Subskills Training. Education and Technology Series. 236p. 3mf. L1 ED 286 163
Going beyond Word Processing: A Survey of Computer-Based Approaches for Writing Instruction. 21p. 1mf. L1 ED 286 186
Increasing Effects of Computers on Education. 12p. 1mf. L1 ED 286 498
Integrated Teaching Unit. A New Approach to Computer Assisted Education. 12p. 1mf. L1 ED 286 473
Introduction to the Atari Computer. A Program Written in the Pilot Programming Language. 6p. 1mf. L1 ED 286 486
Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program. An Instructional Guide. 76p. 1mf. L1 ED 286 046
Let the Computer Introduce Itself to Education Majors. 18p. 1mf. L1 ED 286 466
Meeting the Challenge: Computers and Higher Order Thinking. A Research Agenda. Program Report 86-15. Report of a Research Conference Held at the National Academy of Sciences (Washington, DC, October 31-November 1, 1985). 27p. 1mf. L1 ED 286 467
Microcomputer Use in Learning Disabilities Programs at California Community Colleges. 36p. 1mf. L1 ED 286 564
Model Code of Ethics for the Use of Computers in Education. 21p. 1mf. L1 ED 286 461
Open Portal Schools: The Real Impact of Computer-Based Education. 14p. 1mf. L1 ED 286 487
Reading and Computers: Issues for Theory and Practice. Computers and Education Series. 205p. mf. L3 ED 286 162
Special Students, Technology, and Basic Skills Education. 8p. 1mf. L1 ED 286 331
Teaching of Grade 7 Geometric Concepts Using LOGO. 162p. 2mf. L1 ED 286 715
Using Word Processors in High School and College Writing Instruction: A Critical Review of Current Literature. 16p. 1mf. L1 ED 286 203

Computer Assisted Testing
Computerized Adaptive Testing. ERIC Digest. 4p. 1mf. L1 ED 286 940
Issues in Student Assessment. New Directions for Community Colleges, Number 59. 122p. 2mf. L1 ED 286 547

Computer Graphics
Evolving Aesthetic Criteria for Computer Generated Art: A Delphi Study. 92p. 1mf. L1 ED 286 462

Computer Integrated Manufacturing
Employment Opportunities for the Handicapped in Programmable Automation. 6p. 1mf. L1 ED 286 322

Computer Literacy
Bilingual Microcomputer Business Skills Course. Vol. I. Joint Lesson 1-7. 387p. 5mf. L1 ED 286 023
Effect of Microcomputers in the Home on Computer Literacy Test Scores. 26p. 1mf. L1 ED 286 491
Let the Computer Introduce Itself to Education Majors. 18p. 1mf. L1 ED 286 466
Measuring Computer Literacy in Colleges of Agriculture: Results, Conclusions and Implications. 30p. 1mf. L1 ED 286 474
Working with Computers: Computer Orientation for Foreign Students. 304p. 4mf. L2 ED 286 478

Computer Networks
Connecticut Special Education Network for Software Evaluation (ConnSENSE). 7p. 1mf. L1 ED 286 319
Establishing a Computer Network for Connecticut. 7p. 1mf. L1 ED 286 327
Online Databases and Newspapers: An Assessment of Utilization and Attitudes. 18p. 1mf. L1 ED 286 178

Computer Oriented Programs
Adoption Process for Personal Computers by Faculties in Business Administration and Teacher Education at the College and University Level. 97p. 2mf. L1 ED 286 417
Applying Automation to Investigations of Child Abuse. Impact Evaluation Report on the Case Decision Project (September 1, 1984, to August 31, 1986). 225p. 3mf. L1 ED 286 592
Bilingual Microcomputer Business Skills Course. Vol. II. Joint Lesson 8-14. 323p. 4mf. L1 ED 286 024
Bilingual Microcomputer Business Skills Course. Vol. I. Joint Lesson 1-7. 387p. 5mf. L1 ED 286 023
Bilingual Microcomputer Business Skills Course. Vol. III. Joint Lesson 15-19. 221p. 3mf. L1 ED 286 025

(Continued)

Computer Oriented Programs *(Continued)*
Nursing Care. Summary of a European Study. A Study of People's Needs for Nursing Care and of the Planning, Implementation and Evaluation of Care Provided by Nurses in Two Selected Groups of People in the European Region. 84p. 1mf. L2 ED 286 034
Technology Education. A Curriculum Guide. VOC ED 226. 65p. 1mf. L1 ED 286 039

Computer Simulation
Recognition of Melodies by Humans and by Machine. 25p. 1mf. L1 ED 286 476

Computer Software
Applications of Microcomputers in Early Childhood Special Education. 17p. 1mf. L1 ED 286 305
Applying Automation to Investigations of Child Abuse. Impact Evaluation Report on the Case Decision Project (September 1, 1984, to August 31, 1986). 225p. 3mf. L1 ED 286 592
Bridging the Technological Gap. 7p. 1mf. L1 ED 286 323
Computer Technology and Academic Skill Training for Improving Disabled Students' Academic Performance: Applications and Limitations. 16p. 1mf. L1 ED 286 342
Connecticut Special Education Network for Software Evaluation (ConnSENSE). 7p. 1mf. L1 ED 286 319
Developing a Computer-Based Learning Tool for Handicapped Students. 5p. 1mf. L1 ED 286 328
Educational Service Agencies and Media Technology in the United States. 104p. 2mf. L1 ED 286 483
Introduction to the Atari Computer. A Program Written in the Pilot Programming Language. 6p. 1mf. L1 ED 286 486
Macintoshed Library: Uses of the Apple Macintosh in a Special Library. First Edition. 21p. 1mf. L1 ED 286 501
Microcomputer Hardware and Software Directory: Guidance and Counseling Services in Virginia. 120p. 2mf. L1 ED 286 101
Survey of 154 Randomly Selected Libraries in the State of New York Concerning Their Acquisition and Treatment of Computer Software. 177p. 2mf. L1 ED 286 506
Working with Computers: Computer Orientation for Foreign Students. 304p. 4mf. L2 ED 286 478

Computer Software Reviews
Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1987-88 Edition. 127p. mf. L3 ED 286 471
Review of Computer Software for Home Economics. 53p. 1mf. L1 ED 285 987
Review of Home Economics Computer Software for Sex Bias and Stereotyping. Final Report from July 1, 1986 to June 30, 1987. 18p. 1mf. L1 ED 285 995

Computer Uses in Education
Adult Literacy and Technology Conference Proceedings (University Park, Pennsylvania, June 4-7, 1987). 73p. 1mf. L2 ED 286 066
Focus: A Forum on Teaching and Learning in Utah Community Colleges, Volume VI. 38p. 1mf. L1 ED 286 544
Going beyond Word Processing: A Survey of Computer-Based Approaches for Writing Instruction. 21p. 1mf. L1 ED 286 186
Learning Disabled College Writers Project, Evaluation Report, 1985-86. 80p. 1mf. L1 ED 286 188
Microcomputer Hardware and Software Directory: Guidance and Counseling Services in Virginia. 120p. 2mf. L1 ED 286 101
Microcomputer Use in Learning Disabilities Programs at California Community Colleges. 36p. 1mf. L1 ED 286 564
Minnesota Technology Demonstration Sites. 51p. 1mf. L1 ED 286 470
Reading and Computers: Issues for Theory and Practice. Computers and Education Series. 205p. mf. L3 ED 286 162
Using Word Processors in High School and College Writing Instruction: A Critical Review of Current Literature. 16p. 1mf. L1 ED 286 203

Computers
Applications of Microcomputers in Early Childhood Special Education. 17p. 1mf. L1 ED 286 305
Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984). 264p. 3mf. L1 ED 286 315
Employment Opportunities for the Handicapped in Programmable Automation. 6p. 1mf. L1 ED 286 322
Holistic Application of High Technology for Conversation, Writing, and Computer Access Aid Systems. 12p. 1mf. L1 ED 286 325
Improved Row/Column Scanning System. 6p. 1mf. L1 ED 286 320
Integrating Communication, Computer Access, Environmental Control & Mobility. 9p. 1mf. L1 ED 286 317
Online Databases and Newspapers: An Assessment of Utilization and Attitudes. 18p. 1mf. L1 ED 286 178
Potential of Artificial Intelligence in Aids for the Disabled. 9p. 1mf. L1 ED 286 318
Using Multiple Databases in Rehabilitation Operations. 7p. 1mf. L1 ED 286 329

Concept Formation
Approaching the Concept of Discourse Community. 13p. 1mf. L1 ED 286 184
Cognitive Learning in the Environment: Secondary Students. ERIC/SMEAC Environmental Education Digest No. 1, 1987. 3p. 1mf. L1 ED 286 756
Conceptual Development in Infancy: The Understanding of Containment. 13p. 1mf. L1 ED 286 584
Generation of Spontaneous Analogies by Students Solving Science Problems. 14p. 1mf. L1 ED 286 758
Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconceptions Research. ERIC/SMEAC Science Education Digest No. 2, 1987. 3p. 1mf. L1 ED 286 757
Using Analogical Reasoning to Deal with "Deep" Misconceptions in Physics. 20p. 1mf. L1 ED 286 745

Conceptual Analysis
Approaching the Concept of Discourse Community. 13p. 1mf. L1 ED 286 184

Conceptual Frameworks
From General Theories to Specific Models: Successive Approximations to a Working-Memory Model of the Planning of Children's Drawings. 103p. 2mf. L1 ED 286 594
Implicit Theory of Leadership among Educators. 23p. 1mf. L1 ED 286 271

Confidence Intervals (Statistics)
Effect of Poor Fitting Items on the Distributions of Extended Caution Indices. 29p. 1mf. L1 ED 286 885

Conflict
Coping with Conflicts: Leader's Guide. 104p. 2mf. L1 ED 286 096
Coping with Conflicts: Participant's Workbook. 57p. 1mf. L1 ED 286 097
Promises and Perils of Social Conflict. 11p. 1mf. L1 ED 286 601

Conflict Resolution
Coping with Conflicts: Leader's Guide. 104p. 2mf. L1 ED 286 096
Coping with Conflicts: Participant's Workbook. 57p. 1mf. L1 ED 286 097
Mediate and Educate. Techniques. 3p. 1mf. L1 ED 286 036

Conformity
Ratio Scale Measurement of Conformity. 12p. 1mf. L1 ED 286 897

Connecticut Special Ed Computer Network Pro
Establishing a Computer Network for Connecticut. 7p. 1mf. L1 ED 286 327

Connecticut Special Ed Network Software Eva
Connecticut Special Education Network for Software Evaluation (ConnSENSE). 7p. 1mf. L1 ED 286 319

Connecticut State University
Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for The Connecticut State University, 1984-1987. 84p. 1mf. L2 ED 286 452

Connectionism
Experiments on Learning by Back Propagation. 54p. 1mf. L1 ED 286 930

Conroe Independent School District TX
Professor-Practitioner Designed Inservice Science Education. 20p. 1mf. L1 ED 286 764

Conservation (Concept)
Gender Constancy: A Realistic Approach. 16p. 1mf. L1 ED 286 583

Conservation (Environment)
Activities and Things. Book A. 36p. 1mf. L1 ED 286 727
Activity Book. Book B. 36p. 1mf. L1 ED 286 728
Social Sciences in Forestry. A Current Selected Bibliography and Index. No. 71. 102p. 2mf. L2 ED 286 718

Conservatism
Case Studies of the AIA Movement. 12p. 1mf. L1 ED 286 213
Uncomfortable Marriage: Evangelism and Feminism's Fight against "Dirty Books." 17p. 1mf. L1 ED 286 241

Consonants
Some Aspects of Meitei Phonology. 24p. 1mf. L1 ED 286 374

Constitutional History
Address of the Honorable Edwin Meese III, Attorney General of the United States, at the American Studies Center Bicentennial Program. 16p. 1mf. L1 ED 286 795
Celebrating the Constitution: An Instructional Unit for Elementary Grades. 99p. 2mf. L2 ED 286 802
Separation of Powers. 10p. 1mf. L1 ED 286 801
U.S. Constitution. A Teacher's Guide. Six 30-Minute Video Programs for Junior High and High School Students. 47p. 1mf. L2 ED 286 820

Constitutional Law
Address of the Honorable Edwin Meese III, Attorney General of the United States, at the American Studies Center Bicentennial Program. 16p. 1mf. L1 ED 286 795
U.S. Constitution. A Teacher's Guide. Six 30-Minute Video Programs for Junior High and High School Students. 47p. 1mf. L2 ED 286 820

Constructivist Theory
Examination of Expressive Functions in a Constructivist Model of Written Composing. 50p. 1mf. L1 ED 286 172

Consultants
Age and Sex Differences in Choice of Consultant for Various Types of Problems. 40p. 1mf. L1 ED 286 639
Leadership Education '87: A Source Book for Those Planning Programs and Teaching Courses in Leadership. 457p. 5mf. L2 ED 286 398

Consultation Programs
Using School Climate Assessments: An Approach to Collaborative School Improvement. 12p. 1mf. L1 ED 286 277

Consumer Economics
American Council on Consumer Interests Annual Conference Proceedings (33rd, Denver, Colorado, April 1-4, 1987). 425p. 5mf. L2 ED 286 052

Consumer Education
American Council on Consumer Interests Annual Conference Proceedings (33rd, Denver, Colorado, April 1-4, 1987). 425p. 5mf. L2 ED 286 052
Consumer Issues: Credit Usage, Money Management, and Bankruptcy. 9p. 1mf. L1 ED 286 075
Review of Computer Software for Home Economics. 53p. 1mf. L1 ED 285 987

Consumer Protection
American Council on Consumer Interests Annual Conference Proceedings (33rd, Denver, Colorado, April 1-4, 1987). 425p. 5mf. L2 ED 286 052
Utilization of Technology; Consumer Perspective. 7p. 1mf. L1 ED 286 332

Consumer Science
Michigan Household Hazardous Substance Handbook. 145p. 2mf. L1 ED 286 717

Containment
Conceptual Development in Infancy: The Understanding of Containment. 13p. 1mf. L1 ED 286 584

Content Analysis
Alternative Methods for Calculating Intercoder Reliability in Content Analysis: Kappa, Weighted Kappa and Agreement Charts Procedures. 22p. 1mf. L1 ED 286 173
Machine Dreams: Computers in the Fantasies of Young Adults. 68p. 1mf. L1 ED 286 493
Reading on Television? 16p. 1mf. L1 ED 286 490

Content Area Writing
Entering a Discourse Community: Writing as a Mode of Learning in a Content Course. 21p. 1mf. L1 ED 286 210
From Self to World: An Exploratory Approach to Writing across the Curriculum. 36p. 1mf. L1 ED 286 208
How Writing Shapes Thinking: A Study of Teaching and Learning. NCTE Research Report No. 22. 173p. 2mf. L1 ED 286 205

Context Clues
Word Study: A Problem-Solving Strategy for Reading Comprehension. Postsecondary Intervention Model for Learning Disabilities. Study Manual #2. 21p. 1mf. L1 ED 286 309

Contextual Analysis
"All in the Family" in Context: A Unified Model of Media Studies Applied to Television Criticism. 26p. 1mf. L1 ED 286 240

Contextual Thinking
Contextual Thinking: The Most Basic of the Cognitive Skills. 26p. 1mf. L1 ED 286 634

Continuing Education
Alumni Continuing Education. 311p. mf. L3 ED 286 397
Non-Credit Instructional Activities July 1, 1986 through December 31, 1986 with Trend Information from 1983. State University of New York. Office of Institutional Research Report No. 20-87A. 440p. 5mf. L1 ED 286 412
Research and Development Digest--2. A Summary of Published Research by the Centre for the Period 1 July, 1986 - 30 June, 1987. 66p. 1mf. L1 ED 286 054

Continuity
Internal Representations of Attachment in Six-Year-Olds 22p. 1mf. L1 ED 286 590

Contracts
Agreement between Association of Pennsylvania State College and University Faculties (APSCUF) and State System of Higher Education (SSHE), July 1, 1985-June 30, 1987. 85p. 1mf. L2 ED 286 455
Agreement between Board of Trustees of Nebraska State Colleges and the State College Education Association, July 1, 1986-June 30, 1989. 26p. 1mf. L1 ED 286 444
Agreement between the Board of Regents of Higher Education and the Massachusetts Teachers Association/NEA, State Colleges of Massachusetts, April 23, 1977-June 30, 1989. 374p. 4mf. L1 ED 286 438
Agreement between the Board of Trustees of the California State University and the California Faculty Association, Unit 3, Faculty, July 1, 1987-June 30, 1991. 130p. 2mf. L1 ED 286 443
Agreement between the Board of Trustees of the University of Massachusetts on Behalf of the Board of Regents of Higher Education and the Massachusetts Society of Professors Faculty Staff Union/MTA/NEA. 137p. 2mf. L1 ED 286 442
Agreement between the Rhode Island Board of Governors and Rhode Island College Chapter of the American Federation of Teachers AFL/CIO Local #1819, 1985-87. 92p. 1mf. L1 ED 286 441
Agreement between The State of New Jersey and the Council of New Jersey State College Locals (New Jersey State College System), NJSFT, AFT, AFL-CIO, July 1, 1986-June 30, 1989. 72p. 1mf. L2 ED 286 446
Agreement between The State of New York and United University Professions, 1985-1988. 158p. 2mf. L2 ED 286 445
Agreement between University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii, 1987-1989. 99p. 2mf. L1 ED 286 449
Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors, August 1, 1986-July 31, 1988. 129p. 2mf. L1 ED 286 440
Agreement between Western Oregon State College Federation of Teachers and Western Oregon State College, July 1, 1985-June 30, 1987. 33p. 1mf. L1 ED 286 451
Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association, 1986-1989. 66p. 1mf. L1 ED 286 447
Collective Bargaining Agreement between Portland State University Faculty Association, Local 3571, American Federation of Teachers, AFL-CIO, and Portland State University, October 18, 1985-June 30, 1987. 28p. 1mf. L2 ED 286 456
Collective Bargaining Agreement between Association of Professors, Southern Oregon State College, and Southern Oregon State College, November 27, 1985-June 30, 1987. 36p. 1mf. L2 ED 286 450
Collective Bargaining Agreement between Montana University System and the Northern Montana College Federation of Teachers, July 1, 1985-June 30, 1987. 62p. 1mf. L1 ED 286 439
Collective Bargaining Agreement between Western Montana College Faculty Association (Local 4323, MFT, AFT, AFL-CIO) and the Board of Regents of Higher Education, Montana University System, July 1, 1985-June 30, 1987. 75p. 1mf. L1 ED 286 454
Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for The Connecticut State University, 1984-1987. 84p. 1mf. L2 ED 286 452
Master Agreement between the State of Iowa Board of Regents and the Uni-United Faculty of University of Northern Iowa, July 1, 1987-June 30, 1989. 94p. 1mf. L1 ED 286 448
Memorandum of Understanding between University of California and University Council, American Federation of Teachers, Non-Senate Instructional Unit, July 1 1986-June 30, 1988. 90p. 1mf. L2 ED 286 453
Plan for Minority and Women Business Enterprise Contract Participation and Authorization To Amend Plan. 44p. 1mf. L1 ED 286 947

Contradictions
Interpreting Contradictory Communications. 10p. 1mf. L1 ED 286 582

Contrastive Linguistics
Papers and Studies in Contrastive Linguistics. Volume Twenty. 169p. 2mf. L1 ED 286 369

Control
Control and Communication in Provider-Patient Relationships. 21p. 1mf. L1 ED 286 242

Control Groups
Hawthorne Control Procedures in Educational Experiments: A Reconsideration of Their Use and Effectiveness. 18p. 1mf. L1 ED 286 926

Cooperation
Buddy System: A Step toward More Reliable Grading. 13p. 1mf. L1 ED 286 201
External Influences on School Climate. 21p. 1mf. L1 ED 286 275
Networking Evaluation: A Creative Approach to Assessment. 8p. 1mf. L1 ED 286 917
Using School Climate Assessments: An Approach to Collaborative School Improvement. 12p. 1mf. L1 ED 286 277

Cooperative Extension Service
It Matters if They Read: Evaluation of Ten Age-Paced Parent Education Home Learning Programs. 9p. 1mf. L1 ED 286 164

Cooperative Planning
Business-Industry Involvement in Vocational-Technical Education at the Local Level. 37p. 1mf. L1 ED 286 076
Collective Communications: A Prescription for Success. 14p. 1mf. L1 ED 286 257
Organized Labor Involvement in Vocational-Technical Education at the Local Level. 37p. 1mf. L1 ED 286 077

Cooperative Programs
Organized Labor Involvement in Vocational-Technical Education at the Local Level. 37p. 1mf. L1 ED 286 077

Coordination
Interagency Cooperation for Teacher Training. 14p. 1mf. L1 ED 286 304
VA and HRS Local Coordination of Florida's Home-Based Services to the Elderly. 26p. 1mf. L1 ED 286 113

Coping
Control and Communication in Provider-Patient Relationships. 21p. 1mf. L1 ED 286 242
Coping with Conflicts: Leader's Guide. 104p. 2mf. L1 ED 286 096
Coping with Conflicts: Participant's Workbook. 57p. 1mf. L1 ED 286 097
Effects of Adults' Behavior on Child Coping and Distress during BMA/LP Procedures: A Sequential Analysis. 31p. 1mf. L1 ED 286 125
Keeping Healthy During Stressful Times. A Guide for 4-H Community Club Leaders. 15p. 1mf. L1 ED 286 095
Stress Intervention Using Cognitive Principles. 7p. 1mf. L1 ED 286 090

Core Curriculum
MELT Bibliography. Materials Correlated with the Core Curriculum Competencies of the Mainstream English Language Training Project, Office of Refugee Resettlement. 293p. 4mf. L1 ED 286 074

Corporate Education
Formal Recognition of Employer-Sponsored Instruction: Conflict and Collegiality in Postsecondary Education. ASHE-ERIC Higher Education Report No. 3, 1987. 128p. 2mf. L1 ED 286 437
Job-Related Basic Skills. A Guide for Planners of Employee Programs. BCEL Bulletin Issue No. 2. 46p. 1mf. L2 ED 285 974
Literacy: The Challenge for Business. 20p. 1mf. L1 ED 286 153

Correctional Education
Pre-Vocational Education: An Inside Story. A Study on the Introduction of Pre-Vocational Education into a Youth Custody Centre. 142p. 2mf. L1 ED 286 051

Correctional Institutions
Joining Incarcerated Mothers with Their Children: Evaluation of the Lancaster Visiting Cottage Program: Executive Summary. 11p. 1mf. L1 ED 286 107

Cosmetology
Selection for the Trades. 89p. 1mf. L1 ED 286 060

Cost Containment
Employee Assistance Program Cost Containment through the Utilization of Community-Based, Social Model Treatment Providers. 9p. 1mf. L1 ED 286 133

Cost Effectiveness
Closing the Loop--Improving Energy Management in Schools. Energy Research Group Report. 117p. 2mf. L1 ED 286 274
Collection Building vs. Document Delivery: An Evaluation of Methods To Provide NTIS Documents in an Academic Engineering Library. 82p. 1mf. L1 ED 286 510
Food Stamp Program: Results of the Simplified Application Demonstration Project. Report to the Chairman, Committee on Agriculture, Nutrition, and Forestry, U.S. Senate. 22p. 1mf. L1 ED 286 989
Higher Education Administrative Costs: Continuing the Study. 90p. 1mf. L1 ED 286 460
Medicaid: Determining Cost-Effectiveness of Home and Community-Based Services. Report to the Administrator, Health Care Financing Administration, Department of Health and Human Services. 21p. 1mf. L1 ED 286 084
VA and HRS Local Coordination of Florida's Home-Based Services to the Elderly. 26p. 1mf. L1 ED 286 113

Costs
Cost and Search Result Comparisons of BRS After Dark and Knowledge Index. 15p. 1mf. L1 ED 286 520

Counseling Effectiveness
Self-Awareness Process in the Effective Psychotherapist. 16p. 1mf. L1 ED 286 098

Counseling Services
Effectiveness of Immediate versus Delayed Cognitive-Behavioral Treatment of Depression. 19p. 1mf. L1 ED 286 135
Noncognitive Variables in Predicting Counseling Center Use by Race. 25p. 1mf. L1 ED 286 106
Student Assistance Program Sandia High School 1985-86 Report. 28p. 1mf. L1 ED 286 080
Therapeutic Services for Hispanic Families in Transition. 9p. 1mf. L1 ED 286 145

Counseling Techniques
Cognition in Counseling: Integrating Two Theoretical Approaches. 42p. 1mf. L1 ED 286 141
Stress Intervention Using Cognitive Principles. 7p. 1mf. L1 ED 286 090

Counseling Theories
Cognition in Counseling: Integrating Two Theoretical Approaches. 42p. 1mf. L1 ED 286 141
Learning Theories, Career Development Theories, and Their Applications at Two-Year Colleges. 52p. 1mf. L1 ED 286 142
Self-Awareness Process in the Effective Psychotherapist. 16p. 1mf. L1 ED 286 098

Counselor Attitudes
Induction of Counselors to the Profession. 16p. 1mf. L1 ED 286 085

Counselor Characteristics
Measurement of Client Preferences for Therapist Behavior. 38p. 1mf. L1 ED 286 138

Counselor Evaluation
Measurement of Client Preferences for Therapist Behavior. 38p. 1mf. L1 ED 286 138

Counselor Role
Counseling Underachievers: A Counselor's Guide to Helping Students Improve Their Academic Performance. 65p. 1mf. L1 ED 286 112
Guidance and Counseling in Urban Schools: Reform Issues for Policy Makers and Program Planners. 17p. 1mf. L1 ED 286 081
Induction of Counselors to the Profession. 16p. 1mf. L1 ED 286 085
Measurement of Client Preferences for Therapist Behavior. 38p. 1mf. L1 ED 286 138

Counselor Training
Interpersonal Process Recall (IPR): Uses in Training Trauma Counselors. 19p. 1mf. L1 ED 286 105

County Programs
Countywide Adult Basic Education Program. Final Report, 1986-1987. 9p. 1mf. L1 ED 286 572
Employee Assistance Program Cost Containment through the Utilization of Community-Based, Social Model Treatment Providers. 9p. 1mf. L1 ED 286 133

Course Content
Behind Textbook Censorship. 17p. 1mf. L1 ED 286 798
Community Health Nursing Curriculum. Components in Baccalaureate Nursing Education. 19p. 1mf. L1 ED 286 414
Discussion Classes at University Level. 7p. 1mf. L1 ED 286 372
English Language and Literature in EFL Situations. 8p. 1mf. L1 ED 286 377
Modular Curriculum in Information Studies. 97p. 2mf. L2 ED 286 512
Practice of Feminist Teaching: A Case Study of Interactions among Curriculum, Pedagogy, and Female Cognitive Development. Working Paper No. 144. 69p. 1mf. L2 ED 286 880
Speech and Technical Writing: A Combined Approach. 16p. 1mf. L1 ED 286 227
Teaching about the Soviet Union. ERIC Digest No. 42. 4p. 1mf. L1 ED 286 818

Course Descriptions
Applied Academics. Applied Mathematics: Drafting. Curriculum Bulletin VE-53. 206p. 3mf. L2 ED 286 750
Applied Academics. Applied Mathematics: Carpentry. Curriculum Bulletin VE-36. 160p. 2mf. L2 ED 286 748
Applied Academics: Applied Mathematics: Communications Electronics. Bulletin VE-38. 260p. 3mf. L2 ED 286 749

Course Evaluation
Evaluation of College Level Coursework for Gifted Adolescents: An Investigation of Epistemological Stance, Knowledge Gain and Generalization. 13p. 1mf. L1 ED 286 910
Professor-Practitioner Designed Inservice Science Education. 20p. 1mf. L1 ED 286 764
Teaching in a TAFE College. 259p. 3mf. L1 ED 286 056

Course Objectives
Modular Curriculum in Information Studies. 97p. 2mf. L2 ED 286 512
Teaching the Black Rhetoric Course. 27p. 1mf. L1 ED 286 183

Course Organization
Process Skills Field Guide to Teaching Life Science. 40p. 1mf. L1 ED 286 714

Courses
Leadership Education '87: A Source Book for Those Planning Programs and Teaching Courses in Leadership. 457p. 5mf. L2 ED 286 398
Writing Instruction in Colleges and Universities: A Survey from 1975-76 to 1985-86. 20p. 1mf. L1 ED 286 180

Courseware
Authoring Educational Software. 276p. 3mf. L2 ED 286 479
Differing Structures in Development of Interactive Media Based Learning. 7p. 1mf. L1 ED 286 472
Integrated Teaching Unit. A New Approach to Computer Assisted Education. 12p. 1mf. L1 ED 286 473
Model Code of Ethics for the Use of Computers in Education. 21p. 1mf. L1 ED 286 461
Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1987-88 Edition. 127p. mf. L3 ED 286 471
Review of Computer Software for Home Economics. 53p. 1mf. L1 ED 285 987
Review of Home Economics Computer Software for Sex Bias and Stereotyping. Final Report from July 1, 1986 to June 30, 1987. 18p. 1mf. L1 ED 285 995
Software Evaluation: How to Winnow the Wheat from the Chaff. 6p. 1mf. L1 ED 286 494

Court Litigation
Wyatt v. Stickney: A Consent Decree. 23p. 1mf. L1 ED 286 314

Court Role
Address of the Honorable Edwin Meese III, Attorney General of the United States, at the American Studies Center Bicentennial Program. 16p. 1mf. L1 ED 286 795

Craft Workers
Craft Artist Membership Organizations 1978. Report No. 13. 54p. 1mf. L1 ED 286 789

Creative Thinking
Creative and Critical Thinking as Common Essential Learnings for Saskatchewan Schools. 140p. 2mf. L1 ED 286 152

Creative Writing
Examination of Expressive Functions in a Constructivist Model of Written Composing. 50p. 1mf. L1 ED 286 172
Five Lines for Sixth Grade. (A Lesson Model for Teaching the Writing of the Cinquain Poem to Sixth Grade Students.). 9p. 1mf. L1 ED 286 179

Creativity
Cognitive-Structural Approach to Adult Creativity. 17p. 1mf. L1 ED 285 972

Credit (Finance)
Consumer Issues: Credit Usage, Money Management, and Bankruptcy. 9p. 1mf. L1 ED 286 075

Credit Courses
Course Standards Handbook. 254p. 3mf. L1 ED 286 567

Crime
Crime on Campus, 1978-1979: A Survey of 150 College Campuses and Cities machine-readable data file . 28p. 1mf. L3 ED 286 459
Trends in Student Misconduct: The 70s and 80s. 38p. 1mf. L1 ED 286 954

Crisis Management
Impact of a District-Wide Staff Development Effort on Secondary School Principals' Perceptions of Their Role. 22p. 1mf. L1 ED 286 267

Criterion Referenced Tests
Quantitative Analysis of Curriculum Effectiveness: 1986. 331p. 4mf. L1 ED 286 892

Critical Thinking
Creative and Critical Thinking as Common Essential Learnings for Saskatchewan Schools.
140p. 2mf. L1 ED 286 152
Effects of CEDA and NDT Debate Training on Critical Thinking Ability.
19p. 1mf. L1 ED 286 228
Grade 6 English Language Arts Curriculum Specifications.
9p. 1mf. L1 ED 286 197
Note on the Rise of the Corporate Mind in Composition Teaching. Revised.
10p. 1mf. L2 ED 286 207
Study of the Relationship between Reading, Computational, and Critical Thinking Skills and Academic Success in Fundamentals of Chemistry.
8p. 1mf. L1 ED 286 569
Criticism
Against the Bureaucratization of Criticism.
17p. 1mf. L1 ED 286 251
Critics
Against the Bureaucratization of Criticism.
17p. 1mf. L1 ED 286 251
Cross Cultural Studies
Global Issues: Activities and Resources for the High School Teacher. Second Edition.
115p. 2mf. L1 ED 286 810
Cross Cultural Training
Malawi 1984 Final Training Report. Volume I: Administrative Summary. Volume II: Details of Sessions and Experiences.
280p. 3mf. L1 ED 285 968
Selected Topics in Peace Corps Training.
14p. 1mf. L1 ED 286 667
Cues
Development of Sex Constancy: The Role of Language.
18p. 1mf. L1 ED 286 656
Cultural Activities
Dance Theatre of Harlem--Theater Activity Packet.
60p. 1mf. L2 ED 286 247
Nutcracker--Theater Activity Packet.
60p. 1mf. L2 ED 286 248
Wind in the Willows--Theatre Activity Packet.
34p. 1mf. L2 ED 286 246
Cultural Awareness
Mirror Your Audience's Attitude: A Global Profile.
23p. 1mf. L1 ED 286 233
Cultural Background
American Interdependence Institute Teaching Materials.
184p. 2mf. L1 ED 286 811
Cultural Context
Discussion Classes at University Level.
7p. 1mf. L1 ED 286 372
Visitors Abroad.
9p. 1mf. L1 ED 286 361
Cultural Differences
American Interdependence Institute Teaching Materials.
184p. 2mf. L1 ED 286 811
Success or Failure? Learning and the Language Minority Student.
216p. mf. L3 ED 286 959
Using a Multicultural Language Arts Program Involving School, Home, and Community To Increase Students' Reading Achievement and the Elementary School Faculty's Knowledge of Their Students' Diverse Cultures.
184p. 2mf. L1 ED 286 168
Vietnamese Cross-Cultural Adjustment.
7p. 1mf. L1 ED 286 977
Cultural Education
China: A Teaching Unit for Primary Grades.
95p. 1mf. L2 ED 286 804
Cultural Pluralism and the Schools: Theoretical Implications for the Promotion of Cultural Pluralism.
40p. 1mf. L1 ED 286 791
Dance Theatre of Harlem--Theater Activity Packet.
60p. 1mf. L2 ED 286 247
Hupa Activity Book.
203p. 3mf. L1 ED 286 691
Nutcracker--Theater Activity Packet.
60p. 1mf. L2 ED 286 248
Cultural Enrichment
Wind in the Willows--Theatre Activity Packet.
34p. 1mf. L2 ED 286 246
Cultural Exchange
Institute of International Education 1986 Annual Report.
73p. 1mf. L1 ED 286 409
Cultural Influences
America Past. Teacher's Guide. Sixteen 15-Minute Programs on the Social History of the United States for High School Students.
51p. 1mf. L2 ED 286 819
Asian American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
50p. 1mf. L2 ED 286 971
Autobiography as Representative Anecdote: A Burkean Paradigm for Research on Literacy Cultures.
17p. 1mf. L1 ED 286 189
Black American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
40p. 1mf. L2 ED 286 972
Cultural Interrelationships
American Interdependence Institute Teaching Materials.
184p. 2mf. L1 ED 286 811
Cultural Opportunities
Dance Theatre of Harlem--Theater Activity Packet.
60p. 1mf. L2 ED 286 247
Cultural Pluralism
Cultural Pluralism and the Schools: Theoretical Implications for the Promotion of Cultural Pluralism.
40p. 1mf. L1 ED 286 791
Education in and for a Multicultural Society: Issues and Strategies for Policy Making.
72p. 1mf. L1 ED 286 259
Culture
China: A Teaching Unit for Primary Grades.
95p. 1mf. L2 ED 286 804
Culture Conflict
Human Values in Intercultural Communication: Japan Compared to the U.S.A.
13p. 1mf. L1 ED 286 236
Using a Multicultural Language Arts Program Involving School, Home, and Community To Increase Students' Reading Achievement and the Elementary School Faculty's Knowledge of Their Students' Diverse Cultures.
184p. 2mf. L1 ED 286 168
Curriculum Design
Curriculum Studies & ELT.
16p. 1mf. L1 ED 286 365
Educational Accountability. ERIC Digest.
3p. 1mf. L1 ED 286 551
Kindergarten Curriculum for Conceptual Language Development.
262p. 3mf. L1 ED 286 610
Laser Videodiscs and the Curriculum.
16p. 1mf. L1 ED 286 492
Latin for Communication. New York State Syllabus.
67p. 1mf. L1 ED 286 379
Modern Languages for Communication. New York State Syllabus.
48p. 1mf. L1 ED 286 378
Curriculum Development
Campus Trends, 1987. Higher Education Panel Report Number 75.
52p. 1mf. L1 ED 286 402
Circle Time Curriculum Activities Around the Clock for Home-Based and Center-Based Infant/Toddler Child Care.
135p. 2mf. L2 ED 286 608
Communication across the Curriculum: A Common Essential Learning for Saskatchewan Students. A Study Completed for Saskatchewan Education Core Curriculum Investigation Project. Summary Paper.
69p. 1mf. L1 ED 286 221
Consumer Issues: Credit Usage, Money Management, and Bankruptcy.
9p. 1mf. L1 ED 286 075
Creative and Critical Thinking as Common Essential Learnings for Saskatchewan Schools.
140p. 2mf. L1 ED 286 152
Curriculum Studies & ELT.
16p. 1mf. L1 ED 286 365
Development, Implementation and Evaluation of a Revised Physical Education Program for Wm. Horlick High School.
118p. 2mf. L1 ED 286 823
Ecological Inventory Exemplars.
200p. 3mf. L2 ED 286 295
Equity and Excellence: A Response to "A Nation at Risk." Delaware Spring Regional Workshop (Wilmington, Delaware, May 2-3, 1984).
96p. 1mf. L1 ED 286 965
Essential Concepts, Skills and Attitudes for Grade 12. Second Draft.
26p. 1mf. L1 ED 286 869
Guidelines for Implementing the 240-Minute Kindergarten Program.
16p. 1mf. L1 ED 286 599
Junior High Language Arts Curriculum Guide.
159p. 2mf. L1 ED 286 198
Measuring Computer Literacy in Colleges of Agriculture: Results, Conclusions and Implications.
30p. 1mf. L1 ED 286 474
Nonsexist Curriculum Development: Theory into Practice. The Handbook of the Curriculum Design Project at the University of Colorado, Boulder.
132p. 2mf. L1 ED 286 773
Oklahoma Speech/Drama Teacher Preparation.
24p. 1mf. L1 ED 286 230
Oral Communication, Grades K-6. Curriculum Bulletin No. 2. 1976-77 Series.
184p. 2mf. L2 ED 286 224
Perspective of the Future Development of Distance Higher Education in Korea. Proceedings of a Symposium (4th, Seoul, Korea, December 12, 1986).
147p. 2mf. L1 ED 286 489
Recommended English Language Arts Curriculum Guides, K-12, 1987.
34p. 1mf. L1 ED 286 204
Social Studies in Kindergartens: A Status Report.
37p. 1mf. L1 ED 286 814
Using a Multicultural Language Arts Program Involving School, Home, and Community To Increase Students' Reading Achievement and the Elementary School Faculty's Knowledge of Their Students' Diverse Cultures.
184p. 2mf. L1 ED 286 168
What Place for the Arts?
17p. 1mf. L1 ED 286 805
Curriculum Enrichment
Communication across the Curriculum: A Common Essential Learning for Saskatchewan Students. A Study Completed for Saskatchewan Education Core Curriculum Investigation Project. Summary Paper.
69p. 1mf. L1 ED 286 221
Creative and Critical Thinking as Common Essential Learnings for Saskatchewan Schools.
140p. 2mf. L1 ED 286 152
Teaching about the Soviet Union. ERIC Digest No. 42.
4p. 1mf. L1 ED 286 818
Curriculum Evaluation
Curriculum Studies & ELT.
16p. 1mf. L1 ED 286 365
Development, Implementation and Evaluation of a Revised Physical Education Program for Wm. Horlick High School.
118p. 2mf. L1 ED 286 823
Model for Evaluating Art Education Programs.
48p. 1mf. L1 ED 286 916
Quantitative Analysis of Curriculum Effectiveness: 1986.
331p. 4mf. L1 ED 286 892
Recommended English Language Arts Curriculum Guides, K-12, 1987.
34p. 1mf. L1 ED 286 204
Curriculum Guides
Recommended English Language Arts Curriculum Guides, K-12, 1987.
34p. 1mf. L1 ED 286 204
Curriculum Related Testing
Quantitative Analysis of Curriculum Effectiveness: 1986.
331p. 4mf. L1 ED 286 892
Curriculum Research
Research and Development Digest--2. A Summary of Published Research by the Centre for the Period 1 July, 1986 - 30 June, 1987.
66p. 1mf. L1 ED 286 054
Cutting Scores
Effects of Test Disclosure on Linear Equating Relationships under the Common Item Nonequivalent Groups Design.
29p. 1mf. L1 ED 286 907
Evaluation Technique and Program Efficiency Measures: Statistical Derivations for the Regression Discontinuity Design.
22p. 1mf. L1 ED 286 895
Improving the Validity of Classification Decisions on the Basis of Competency Test Performance by Means of Self Correction.
12p. 1mf. L1 ED 286 912
Dade County Public Schools FL
Evaluation of the Dade County Public Schools Roving Leaders Outreach Program.
27p. 1mf. L1 ED 286 889
Evaluation of the Media Services Program.
102p. 2mf. L1 ED 286 485
Evaluation of the Sabal Palm Laboratory Center.
59p. 1mf. L1 ED 286 890
Evaluation of the 1983-84 ECIA, Chapter II Computer Education Project.
14p. 1mf. L1 ED 286 484
Evaluation of the 1985-86 ECIA, Chapter II Teaching Geographic Skills Project.
15p. 1mf. L1 ED 286 891
Daily Living Skills
Dr. Winkelmann Stories. Parts 1-6.
75p. 1mf. L2 ED 286 355
Adult Survival Skills Assessment.
32p. 1mf. L2 ED 286 047
Ecological Inventory Exemplars.
200p. 3mf. L2 ED 286 295
Health and Personal Life Skills 1987 Curriculum: Junior High School Teacher Resource Manual.
231p. 3mf. L1 ED 286 126
MELT Bibliography. Materials Correlated with the Core Curriculum Competencies of the Mainstream English Language Training Project, Office of Refugee Resettlement.
293p. 4mf. L1 ED 286 074
Pashto Basic Course. Laboratory Manual, Units 1-7.
133p. 2mf. L1 ED 286 345
Pashto Basic Course. Laboratory Tapescripts, Units 1-7.
117p. 2mf. L1 ED 286 346
Pashto Basic Course. Teachers' Manual, Units 1-7.
214p. 3mf. L1 ED 286 343
Pashto Basic Course. Textbook Tapescripts, Units 1-7.
149p. 2mf. L1 ED 286 348
Pashto Basic Course. Textbook, Units 1-7.
303p. 4mf. L1 ED 286 347
Pashto Basic Course. Workbook Tapescripts, Units 1-7.
62p. 1mf. L1 ED 286 350
Pashto Basic Course. Workbook, Units 1-7.
300p. 4mf. L1 ED 286 349
Visitors Abroad.
9p. 1mf. L1 ED 286 361
Dallas Independent School District TX
Alternative Teacher Certification: Its Policy Implications for Classroom and Personnel Practice. Monograph No. 5.
120p. 2mf. L1 ED 286 264
Dance
Alvin Ailey--Theatre Activity Packet.
54p. 1mf. L2 ED 286 235
Dance Theatre of Harlem--Theater Activity Packet.
60p. 1mf. L2 ED 286 247
Nutcracker--Theater Activity Packet.
60p. 1mf. L2 ED 286 248
Dance Companies
Dance Theatre of Harlem--Theater Activity Packet.
60p. 1mf. L2 ED 286 247
Dance Education
Alvin Ailey--Theatre Activity Packet.
54p. 1mf. L2 ED 286 235
Nutcracker--Theater Activity Packet.
60p. 1mf. L2 ED 286 248
Volkstanze (Folk Dances).
27p. 1mf. L2 ED 286 362
Data Analysis
Innovative Methods for Collecting and Analyzing Qualitative Data: Vignettes and Pre-Structured Cases.
17p. 1mf. L1 ED 286 924
Methodology and Outcomes of Research on Modifying Attitudes Toward Persons with Disabilities: A Comprehensive, Systematic Review.
57p. 1mf. L1 ED 286 335
Data Collection
Innovative Methods for Collecting and Analyzing Qualitative Data: Vignettes and Pre-Structured Cases.
17p. 1mf. L1 ED 286 924
Data Interpretation
Arts Public in the South: Report #17.
61p. 1mf. L1 ED 286 785
Database Management Systems
Statewide Education Databases: Policy Issues. Discussion Draft.
16p. 1mf. L1 ED 286 256
Databases
Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). Continuing Education Series Number 1.
164p. 2mf. L1 ED 286 481
Creating a Database for Demographic Research: A Case Study.
14p. 1mf. L1 ED 286 908
Data Base Development for Effective Enrollment Management.
33p. 1mf. L1 ED 286 400
Finding Information about Tests. ERIC Digest.
4p. 1mf. L1 ED 286 941
Libraries & Technology. A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State.
25p. 1mf. L1 ED 286 523
Online Databases and Newspapers: An Assessment of Utilization and Attitudes.
18p. 1mf. L1 ED 286 178
Second International Mathematics Study. Training Manual for Use of the Databank of the Longitudinal, Classroom Process Surveys for Population A in the IEA Second International Mathematics Study. Contractor's Report.
109p. 2mf. L1 ED 286 707
Statewide Education Databases: Policy Issues. Discussion Draft.
16p. 1mf. L1 ED 286 256
Using Multiple Databases in Rehabilitation Operations.
7p. 1mf. L1 ED 286 329
Date Rape
On Campus with Women. Spring 1987 and Summer 1987.
26p. 1mf. L1 ED 286 408
Dating (Social)
When Love Really Hurts: Dating Violence Curriculum.
92p. 1mf. L1 ED 286 120
Day Care
Back to Work: A Guide for Expectant and New Working Parents.
158p. 2mf. L1 ED 286 619
Caring for Young Children: Teen Notebook.
76p. 1mf. L2 ED 286 642
Child Care and the Clerical Workforce: 85/86 National Survey.
25p. 1mf. L1 ED 286 609
Child Care Notebook. Revised.
78p. 1mf. L2 ED 286 644
Child Day Care Health Handbook.
86p. 1mf. L1 ED 286 617
Day Care for Children in Denmark, Norway and Sweden.
144p. 2mf. L1 ED 286 658
Day Care Infection Control Protocol.
91p. mf. L3 ED 286 650
Early Childhood Teachers' Affectionate Behavior: Differential Expression to Female Children, Male Children, and Groups of Children.
32p. 1mf. L1 ED 286 645
Partnerships for Day Care: Final Report of the Governor's Day Care Partnership Initiative.
89p. 1mf. L1 ED 286 625
Day Care Centers
Caring: A Guide for 4-H Leaders and 4-H Club Members in 4-H Community Development Projects.
101p. 2mf. L2 ED 286 641
Child Care Notebook. Revised.
78p. 1mf. L2 ED 286 644
Enhancing Children's Acceptance of Diverse Peers: Interaction Patterns in Two Mainstreamed Multicultural Day Care Centers.
32p. 1mf. L1 ED 286 653
Time Structure and Sex Differences in Swedish Preschools.
10p. 1mf. L1 ED 286 606
Debate
Effects of CEDA and NDT Debate Training on Critical Thinking Ability.
19p. 1mf. L1 ED 286 228
Examination of Gender-Based Levels of Participation in CEDA Debate.
10p. 1mf. L1 ED 286 249
Minority Students in CEDA Debate: Involvement, Success, and Barriers.
19p. 1mf. L1 ED 286 253
Stock Approach to Value Debate.
14p. 1mf. L1 ED 286 229
Debate Strategies
Effects of CEDA and NDT Debate Training on Critical Thinking Ability.
19p. 1mf. L1 ED 286 228
Debate Theory
Stock Approach to Value Debate.
14p. 1mf. L1 ED 286 229
Debate Tournaments
Examination of Gender-Based Levels of Participation in CEDA Debate.
10p. 1mf. L1 ED 286 249
Decentralization
Functional Opportunities of the School Administration in Municipalities with Local Agencies and Free Municipality Experiments.
11p. 1mf. L1 ED 286 289
Decimal Fractions
Sports Shorts. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project.
319p. 4mf. L2 ED 286 720
Decision Making
Career Indecision.
20p. 1mf. L1 ED 286 143
Employees as Leaders/Decision-Makers in Worksite Wellness Programs. WBGH Worksite Wellness Series.
62p. 1mf. L2 ED 286 011
Mediate and Educate. Techniques.
3p. 1mf. L1 ED 286 036
School Organization and the Quality of Schooling: A Study of Victorian Government Secondary Schools. ACER Research Monograph No. 29.
179p. 2mf. L1 ED 286 263
Social and Economic Significance of Human Migration in the Western Region. Bulletin 859.
36p. 1mf. L1 ED 286 669
Student Fees: The Politics of Funding Recreation Facilities.
28p. 1mf. L1 ED 286 433
Definitions
Contextual Thinking: The Most Basic of the Cognitive Skills.
26p. 1mf. L1 ED 286 634
Development of Concrete and Abstract Noun Definitions: A Metalinguistic Analysis.
50p. 1mf. L1 ED 286 171
Degrees (Academic)
Experts' Consultation on the Application of the International Standard Classification of Education to Programmes of Education at the Third Level in Countries of the Europe Region (Bucharest, Romania, May 11-13, 1987).
17p. 1mf. L1 ED 286 406
Less-Than-4-Year Awards in Institutions of Higher Education: 1983-85.
67p. 1mf. L1 ED 286 540
Statistical Abstract, 1986.
250p. 3mf. L1 ED 286 399
Deinstitutionalization (of Disabled)
Medicaid: Determining Cost-Effectiveness of Home and Community-Based Services. Report to the Administrator, Health Care Financing Administration, Department of Health and Human Services.
21p. 1mf. L1 ED 286 084
Delaware
Report of the Statewide High School Post-Graduate Survey, Class of 1986.
55p. 1mf. L1 ED 286 429
Delinquency
Annual Statistical Report, Program Operations 1986. New York State Division for Youth.
143p. 2mf. L1 ED 286 962
Trends in Student Misconduct: The 70s and 80s.
38p. 1mf. L1 ED 286 954
Delinquent Rehabilitation
Annual Statistical Report Program Operations 1985. New York State Division for Youth.
133p. 2mf. L1 ED 286 961
Annual Statistical Report, Program Operations 1986. New York State Division for Youth.
143p. 2mf. L1 ED 286 962
Delivery Systems
Child Care Food Program and Family Day Care: A How-To Manual.
110p. 2mf. L1 ED 286 632
Delivery of TAFE Services to People in Remote Areas--A Case Study with Generalisations.
200p. 3mf. L1 ED 286 058
Developing and Improving Your Total Special Education System. Volume 1.
711p. 8mf. L2 ED 286 334
Evaluation of the Dade-Monroe Multiagency Network for Severely Emotionally Disturbed Students.
65p. 1mf. L1 ED 286 338
Field Based Model for Delivery of Preservice and Inservice Training for International School District Personnel in Remote Areas.
10p. 1mf. L1 ED 286 837
Resource Guide for Teachers and Health Providers.
245p. 3mf. L1 ED 286 694
Selective Review of the Professional Literature Concerning the Transition Process of Learning Disabled Adolescents and Adults.
18p. 1mf. L1 ED 286 299
Delphi Technique
Model Code of Ethics for the Use of Computers in Education.
21p. 1mf. L1 ED 286 461
Demand Occupations
Labor Market Assessments: An Essential Data Element for Program Development and Evaluation.
110p. 2mf. L1 ED 286 033
Demography
Births of Hispanic Parentage, 1983 and 1984.
20p. 1mf. L1 ED 286 958
Creating a Database for Demographic Research: A Case Study.
14p. 1mf. L1 ED 286 908
Hispanic Population in the United States: March 1986 and 1987 (Advance Report).
17p. 1mf. L1 ED 286 696
Demonstration Programs
Minnesota Technology Demonstration Sites.
51p. 1mf. L1 ED 286 470
Practical Guide to Play, Piaget, and Language in Preprimary Hearing Impaired Programs.
572p. 6mf. L1 ED 286 293
Demonstrations (Educational)
Chemical Demonstrations: A Sourcebook for Teachers. Volume 2.
223p. 3mf. L2 ED 286 723
Chemical Demonstrations: A Sourcebook for Teachers. Volume 1.
186p. 2mf. L2 ED 286 722
Department Heads
Report on Salaries of Administrative Nursing Faculty, Excluding Deans, in Colleges and Universities. Institutional Data Series 86-4.
41p. 1mf. L1 ED 286 392
Department of Defense
American History and National Security: Supplementary Lessons for High School Courses.
222p. 3mf. L2 ED 286 809
Departments
Latent-Variable Causal Model of Faculty Reputational Ratings.
16p. 1mf. L1 ED 286 928
Depression (Psychology)
Effectiveness of Immediate versus Delayed Cognitive-Behavioral Treatment of Depression.
19p. 1mf. L1 ED 286 135
Desktop Publishing
Desktop Publishing: A Sober Second Look at the Latest Local Production Fad.
15p. 1mf. L1 ED 286 521
Developing Nations
Extension Education Impacts of Farming Systems Research in Lesotho.
363p. 4mf. L2 ED 285 975
Institute of International Education 1986 Annual Report.
73p. 1mf. L1 ED 286 409
Non-Formal Education in the Developing States in the South African Context. Part II. Non-Formal Education in Ciskei.
58p. 1mf. L2 ED 285 976
Preparing Change Agents for Change Agent Roles.
12p. 1mf. L1 ED 286 666
Transferring Relevant Farm Technology to Students from Less Industrialized Countries.
18p. 1mf. L1 ED 286 665
Developmental Continuity
Circle Time Curriculum Activities Around the Clock for Home-Based and Center-Based Infant/Toddler Child Care.
135p. 2mf. L2 ED 286 608
Developmental Programs
Early Childhood Development Program, 1986-87. Interim Evaluation Report.
71p. 1mf. L1 ED 286 649
Kindergarten Issues: A Position Paper.
27p. 1mf. L1 ED 286 598
Developmental Sequences
Gender Constancy: A Realistic Approach.
16p. 1mf. L1 ED 286 583
Developmental Stages
Gender Constancy: A Realistic Approach.
16p. 1mf. L1 ED 286 583
Longitudinal Study of Catholic College Undergraduates' Affiliation and Faith Development.
11p. 1mf. L1 ED 286 401
Role of Higher Education in Fostering the Personal Development of Teachers.
25p. 1mf. L1 ED 286 836
Developmental Studies Programs
Controversies Surrounding Developmental Education in the Community College. ERIC Digest.
6p. 1mf. L1 ED 286 557
Diachronic Linguistics
Lexical Modernization and Its Socio-Linguistic Effects: A Case from Indian Urdu.
27p. 1mf. L1 ED 286 375
Dialects
Pennsylvania German Dialect: Past, Present, and Future.
124p. 2mf. L1 ED 286 354
Dialogs (Language)
Dr. Winkelmann Stories. Parts 1-6.
75p. 1mf. L2 ED 286 355
Dietetics
Using Nutrition Against Aging and Degenerative Disease.
72p. 1mf. L1 ED 286 855
Diglossia
Studies on Language Change. Working Papers in Linguistics No. 34.
171p. 2mf. L1 ED 286 382
Dining Facilities
Mahlzeit! (Enjoy Your Meal!) German Table Manners, Menus, and Eating Establishments.
19p. 1mf. L1 ED 286 356
Diplomatic History
U.S.-Soviet Relations: Testing Gorbachev's "New Thinking." Current Policy No. 985.
7p. 1mf. L1 ED 286 807
Directories
Computer Assisted Learning in Basic Adult Education. Commissioned Research.
14p. 1mf. L1 ED 286 062
Disabilities
Adminstrators' and Teachers' Attitudes Toward Mainstreaming.
26p. 1mf. L1 ED 286 296
Applications of Microcomputers in Early Childhood Special Education.
17p. 1mf. L1 ED 286 305
CEC/NAPSEC Task Force To Develop Guidelines for Effective Cooperation between Public and Private Schools in Meeting Legal and Professional Responsibilities for the Education of Children with Disabilities.
17p. 1mf. L1 ED 286 307
Computer Technology and Academic Skill Training for Improving Disabled Students' Academic Performance: Applications and Limitations.
16p. 1mf. L1 ED 286 342
Connecticut Special Education Network for Software Evaluation (ConnSENSE).
7p. 1mf. L1 ED 286 319
Creating Least Restrictive Learning Environments: A Guide for Mainstreaming. Curriculum Bulletin, 1977-78 Series, No. 10.
179p. 2mf. L2 ED 286 336
Developing and Improving Your Total Special Education System. Volume 1.
711p. 8mf. L2 ED 286 334
Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984).
264p. 3mf. L1 ED 286 315
Ecological Inventory Exemplars.
200p. 3mf. L2 ED 286 295
Effects of Familiarity on the Success of Children's Help-Seeking.
21p. 1mf. L1 ED 286 640
Enabling Handicapped Nonreaders to Independently Obtain Information: Initial Development of an Inexpensive Bar Code Reader System.
11p. 1mf. L1 ED 286 316
Enhancing Children's Acceptance of Diverse Peers: Interaction Patterns in Two Mainstreamed Multicultural Day Care Centers.
32p. 1mf. L1 ED 286 653
Establishing a Computer Network for Connecticut.
7p. 1mf. L1 ED 286 327
Formats for Assessing Students' Self-Assessment Abilities.
30p. 1mf. L1 ED 286 302
Guide to Assessing Children for Whom English Is a Second Language.
10p. 1mf. L1 ED 286 303
Handbook on Mainstreaming Handicapped Students in Vocational Education. Second Edition.
33p. 1mf. L1 ED 286 079
Health Services for Children with Special Needs: Report of the Division of Services to Crippled Children for the Fiscal Years, 1984-1985, 1985-1986.
29p. 1mf. L1 ED 286 292
Holistic Application of High Technology for Conversation, Writing, and Computer Access Aid Systems.
12p. 1mf. L1 ED 286 325
I'M SPECIAL Network. Final Report. National Dissemination Model for the I'M SPECIAL Program of Physical Education for the Handicapped, 1983-1986.
187p. 2mf. L1 ED 286 333
Improved Row/Column Scanning System.
6p. 1mf. L1 ED 286 320
Methodology and Outcomes of Research on Modifying Attitudes Toward Persons with Disabilities: A Comprehensive, Systematic Review.
57p. 1mf. L1 ED 286 335
Missouri LINC Assistive Device Service.
5p. 1mf. L1 ED 286 321
Potential of Artificial Intelligence in Aids for the Disabled.
9p. 1mf. L1 ED 286 318
Predictive Validity of the Scholastic Aptitude Test for Disabled Students. Studies of Admissions Testing and Handicapped People, Report No. 8.
73p. 1mf. L1 ED 286 884
Preschool Evaluation Report: Year 1 Report.
62p. 1mf. L1 ED 286 337

(Continued)

Disabilities *(Continued)*

Special Students, Technology, and Basic Skills Education. 8p. 1mf. L1 ED 286 331

State of the Art of High Tech Aids. 11p. 1mf. L1 ED 286 324

Using Multiple Databases in Rehabilitation Operations. 7p. 1mf. L1 ED 286 329

Utilization of Technology; Consumer Perspective. 7p. 1mf. L1 ED 286 332

Disadvantaged Youth

Alternative Education and Employment Preparation for Youth. The Eidos Program. 38p. 1mf. L1 ED 286 045

Early Childhood Intervention for Economically Disadvantaged Children: The Parent-Infant-Project. 19p. 1mf. L1 ED 286 597

Lowering the Dropout Rate: The Experiences of Urban Superintendents. 73p. 1mf. L1 ED 286 966

Select Program in Science and Engineering. SPISE and SPISE-EXTENDED. Ninth Annual Report 1986-1987. 37p. 1mf. L1 ED 286 738

Disarmament

U.S.-Soviet Relations: Testing Gorbachev's "New Thinking." Current Policy No. 985. 7p. 1mf. L1 ED 286 807

Discipline

Assertive Discipline: What Do We Really Know? 14p. 1mf. L1 ED 286 618

Parental Discipline Behaviors, Subjective Parental Situation Perceptions and Objective Characteristics of Discipline Situations. 13p. 1mf. L1 ED 286 659

Discipline Problems

Teachers' Strategies for Coping with Hostile-Aggressive Students. R.S. 185. 96p. 1mf. L1 ED 286 881

Disclosure

Effects of Test Disclosure on Linear Equating Relationships under the Common Item Nonequivalent Groups Design. 29p. 1mf. L1 ED 286 907

Discourse Analysis

Approaching the Concept of Discourse Community. 13p. 1mf. L1 ED 286 184

Discourse Communities

Approaching the Concept of Discourse Community. 13p. 1mf. L1 ED 286 184

Entering a Discourse Community: Writing as a Mode of Learning in a Content Course. 21p. 1mf. L1 ED 286 210

Discrimination Learning

Experiments on Learning by Back Propagation. 54p. 1mf. L1 ED 286 930

Discussion (Teaching Technique)

Case Method of Teaching: Community College Faculty Are Taking a "Harvard Method" and Making It Their Own. 11p. 1mf. L1 ED 286 539

Discussion Classes at University Level. 7p. 1mf. L1 ED 286 372

Values and Commitments Underlying Discussion. Professional Development on Discussion: Group Images in Action. 14p. 1mf. L1 ED 286 841

Disease Control

Health Communication: Two Case Studies--Multiple Sclerosis and Epstein-Barr Virus. 23p. 1mf. L1 ED 286 232

Diseases

Child Day Care Health Handbook. 86p. 1mf. L1 ED 286 617

Dislocated Workers

Plant Closings. Limited Advance Notice and Assistance Provided Dislocated Workers. Report to Congressional Committees. 92p. 1mf. L1 ED 286 049

Dismissal (Personnel)

Plant Closings. Limited Advance Notice and Assistance Provided Dislocated Workers. Report to Congressional Committees. 92p. 1mf. L1 ED 286 049

Displaced Homemakers

Alternative Education Program for Single Parents, Homemakers and Pregnant Students. Final Report June 1, 1986 to June 1, 1987. 14p. 1mf. L1 ED 285 998

Career Planning/Readiness Program for Single Parents and Homemakers. Final Report, from July 1, 1986 to June 30, 1987. 52p. 1mf. L1 ED 285 989

Focus on Careers. A Program for Single Parents or Homemakers. Final Report, Project No. 7-2D05, from July 1, 1986 to June 30, 1987. 58p. 1mf. L1 ED 285 985

Nontraditional Options in Training for Employment. Final Report from July 1, 1986 to June 30, 1987. 32p. 1mf. L1 ED 285 999

Second Phase of an Experimental Project To Help Single Parents and Displaced Homemakers with Their Attitudinal, Behavioral Changes and Vocational Guidance. Final Report from September 9, 1986 to June 30, 1987. 31p. 1mf. L1 ED 285 991

Single Parents or Homemakers. Individualized Career Oriented Program for Equity (I.C.O.P.E.). Final Report from July 1, 1986 to June 30, 1987. 80p. 1mf. L1 ED 285 993

Single Parents/Displaced Homemakers: Balancing Family Living, Education and Employment. Final Report from 7/01/86 to 6/30/87. 27p. 1mf. L1 ED 285 994

Vocational Education Support for Single Parents and Homemakers. Final Report from 7/1/86 - 6/30/87. 181p. 2mf. L1 ED 285 997

Dissent

"When God Is Manly, All Men Are God-Like": A Rhetorical Analysis of the Protestant Christian Feminist Movement. 26p. 1mf. L1 ED 286 215

Distance Education

Delivery of TAFE Services to People in Remote Areas--A Case Study with Generalisations. 200p. 3mf. L1 ED 286 058

Distance Education for Teaching Map Use Skills: An Introduction. 6p. 1mf. L1 ED 286 482

Distance Education: Index to ERIC Papers, 1966-1985. Volume One: ED Documents. 55p. 1mf. L1 ED 286 497

Distance Learning Proposal. 13p. 1mf. L1 ED 286 469

Integration of Study Skills into a Distance Education History Course. 8p. 1mf. L1 ED 286 434

Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide. ERIC Mini-Review. 6p. 1mf. L1 ED 286 698

Perspective of the Future Development of Distance Higher Education in Korea. Proceedings of a Symposium (4th, Seoul, Korea, December 12, 1986). 147p. 2mf. L1 ED 286 489

Video Vision. A Publication on Instructional Television, Video Production, and Distance Learning. 70p. 1mf. L1 ED 286 468

District of Columbia Public Schools

Comprehensive Multi-Year Education Plan. SY 1988-1992. 934p. 10mf. L1 ED 286 987

Six School Complex: A Successful Innovation in Washington, D.C.'s Public Schools. 232p. mf. L3 ED 286 984

Divergent Thinking

Measuring Divergent Thinking Ability of Preschool Children Using Demonstrative as Well as Verbalized Responses. 13p. 1mf. L1 ED 286 637

Doctoral Degrees

Trends in Bachelors and Higher Degrees, 1975-1985. 48p. 1mf. L1 ED 286 420

Doctoral Programs

Professional Interests and Scholarly Productivity of Clinical Psychology Graduate Students. 31p. 1mf. L1 ED 286 130

Document Delivery

Collection Building vs. Document Delivery: An Evaluation of Methods To Provide NTIS Documents in an Academic Engineering Library. 82p. 1mf. L1 ED 286 510

Downs Syndrome

Relation of Infant Vision to Early Cognitive and Language Status. 50p. 1mf. L1 ED 286 294

Drafting

Applied Academics. Applied Mathematics: Drafting. Curriculum Bulletin VE-53. 206p. 3mf. L2 ED 286 750

Drama

Oklahoma Speech/Drama Teacher Preparation. 24p. 1mf. L1 ED 286 230

Dramatic Play

Validity and Reliability of an Instrument To Measure the Dramatic Play Abilities of Young Children. 131p. 2mf. L1 ED 286 654

Drills (Practice)

Does Computer Assisted Instruction Affect the Achievement of Third Graders in Library Skills? 55p. 1mf. L1 ED 286 464

Drinking

Assessing the Effects of Grass Roots Drunk Driving Prevention Programs: First Facts. Report from the Drunk Driving Prevention Project. 55p. 1mf. L1 ED 286 102

Now That the Law Has Changed: Assessing the Impact of the 21 Year Old Drinking Age. 30p. 1mf. L1 ED 286 108

San Mateo County's Server Information Program (S.I.P.): A Community-Based Alcohol Server Training Program. 13p. 1mf. L1 ED 286 132

Statewide Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11: Report to Attorney General John K. Van de Kamp, Winter 1985-1986. 87p. 1mf. L1 ED 286 104

Student Assistance Program Sandia High School 1985-86 Report. 28p. 1mf. L1 ED 286 080

University Chemical Dependency Project: Final Report. 160p. 2mf. L1 ED 286 103

Drinking Drivers

Assessing the Effects of Grass Roots Drunk Driving Prevention Programs: First Facts. Report from the Drunk Driving Prevention Project. 55p. 1mf. L1 ED 286 102

Driver Education

Driver Training in the Federal Republic of Germany. Support Material and Test Pamphlets. 87p. 1mf. L1 ED 286 363

Dropout Characteristics

Analysis of 1985-1986 Cleveland School District Data with Policy and Planning Implications: Attendance Issues. 99p. 2mf. L1 ED 286 956

Attrition of Part-Time TAFE Certificate Students. 244p. 3mf. L1 ED 286 055

Dropout Prevention

Alternative Education Program for Single Parents, Homemakers and Pregnant Students. Final Report June 1, 1986 to June 1, 1987. 14p. 1mf. L1 ED 285 998

At-Risk Youth Planning Document for the State Board of Education and the Oregon Department of Education. 86p. 1mf. L1 ED 286 124

Dealing with Dropouts: The Urban Superintendents' Call to Action. 90p. 1mf. L1 ED 286 992

Dropout Prevention Model, Baldwyn High School, Baldwyn, Mississippi. 11p. 1mf. L1 ED 286 262

Evaluator's Report on the Lowell Achievement Program 1986-1987. 50p. 1mf. L1 ED 286 980

Lowering the Dropout Rate: The Experiences of Urban Superintendents. 73p. 1mf. L1 ED 286 966

Summer Training and Education Program (STEP): The Experience of Hispanic Participants in the Summer of 1985. 58p. 1mf. L2 ED 286 697

Dropout Programs

Alternative Education and Employment Preparation for Youth. The Eidos Program. 38p. 1mf. L1 ED 286 045

Dealing with Dropouts: The Urban Superintendents' Call to Action. 90p. 1mf. L1 ED 286 992

Dropout Prevention Model, Baldwyn High School, Baldwyn, Mississippi. 11p. 1mf. L1 ED 286 262

Evaluator's Report on the Lowell Achievement Program 1986-1987. 50p. 1mf. L1 ED 286 980

Labor Market Experience of Tennagers with and without High School Diplomas. 43p. 1mf. L1 ED 286 268

Lowering the Dropout Rate: The Experiences of Urban Superintendents. 73p. 1mf. L1 ED 286 966

Dropout Rate

Chicago Public High Schools: How Their Students' Low Income, Reading Scores, and Attendance Rates Relate to Dropout Level and Type of School. First Report to the Illinois State Board of Higher Education in Response to PA 84-712 of the 84th Illinois General Assembly--"The Educational Partnership Act." 66p. 1mf. L1 ED 286 282

Dealing with Dropouts: The Urban Superintendents' Call to Action. 90p. 1mf. L1 ED 286 992

Dropouts

Dealing with Dropouts: The Urban Superintendents' Call to Action. 90p. 1mf. L1 ED 286 992

Labor Market Experience of Tennagers with and without High School Diplomas. 43p. 1mf. L1 ED 286 268

Measures of Progress: Spring 1985 Student Follow-Up. 63p. 1mf. L1 ED 286 543

Vocational Teen Parenting (Adolescent Single Parents). Final Report, from July 1, 1986 to June 30, 1987. 45p. 1mf. L1 ED 285 988

Drug Abuse

Drugs in Sport: An Overview. 17p. 1mf. L1 ED 286 849

Employee Assistance Program Cost Containment through the Utilization of Community-Based, Social Model Treatment Providers. 9p. 1mf. L1 ED 286 133

Preventing Alcohol and Drug Abuse through Programs at the Workplace. WBGH Worksite Wellness Series. 53p. 1mf. L2 ED 286 010

Student Assistance Program Sandia High School 1985-86 Report. 28p. 1mf. L1 ED 286 080

University Chemical Dependency Project: Final Report. 160p. 2mf. L1 ED 286 103

Drug Rehabilitation

Employee Assistance Program Cost Containment through the Utilization of Community-Based, Social Model Treatment Providers. 9p. 1mf. L1 ED 286 133

Drug Use

Drugs in Sport: An Overview. 17p. 1mf. L1 ED 286 849

Statewide Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11: Report to Attorney General John K. Van de Kamp, Winter 1985-1986. 87p. 1mf. L1 ED 286 104

University Chemical Dependency Project: Final Report. 160p. 2mf. L1 ED 286 103

Dutch

What Variability Can Reveal: Translating into the Foreign Language. 10p. 1mf. L1 ED 286 367

Dysgraphia

Dysgraphia: Why Johnny Can't Write: A Handbook for Teachers and Parents. 48p. 1mf. L2 ED 286 339

Early Childhood Education

Applications of Microcomputers in Early Childhood Special Education. 17p. 1mf. L1 ED 286 305

Final Evaluation Report. 1986-87 Early Childhood Development Program. 161p. 2mf. L1 ED 286 635

Public Schools and Young Children: A Report of the First National Survey of Public School Districts Regarding Their Early Childhood Programs. 24p. 1mf. L1 ED 286 586

Theory into Practice: Field Based Education Programs Do Work. 10p. 1mf. L1 ED 286 620

Early Experience

Application of Mastery Learning Theory to Full- and Half-Day Kindergarten Research. 20p. 1mf. L1 ED 286 623

Early Intervention Programs

Early Childhood Intervention for Economically Disadvantaged Children: The Parent-Infant-Project. 19p. 1mf. L1 ED 286 597

Early Parenthood

Employment-Focused Programs for Adolescent Mothers. 55p. 1mf. L1 ED 286 118

Marketable Skills and Jobs for Single Teen Parents. Final Report, Project No. 480-15170-7-1D05, July 1, 1986 to June 30, 1987. 84p. 1mf. L1 ED 285 986

Vocational Teen Parenting (Adolescent Single Parents). Final Report, from July 1, 1986 to June 30, 1987. 45p. 1mf. L1 ED 285 988

East Texas State University

Responding to Section III of the Southern Association's "Criteria for Accreditation": A Working Paper. 34p. 1mf. L1 ED 286 430

Eastern Iowa Community College District

Labor Market Assessments: An Essential Data Element for Program Development and Evaluation. 110p. 2mf. L1 ED 286 033

Eating Habits

Mahlzeit! (Enjoy Your Meal!) German Table Manners, Menus, and Eating Establishments. 19p. 1mf. L1 ED 286 356

You Are What Advertisers Want You To Eat. 13p. 1mf. L1 ED 286 857

Ecological Inventory

Ecological Inventory Exemplars. 200p. 3mf. L2 ED 286 295

Economic Climate

Higher Education Today: Facts in Brief. 60p. 1mf. L2 ED 286 390

Economic Development

Appalachian Regional Commission: 1986 Annual Report. 112p. 2mf. L1 ED 286 695

Comparative Analysis of Non-Promotions in the Top Eight Major Public School Districts of Louisiana During the School Years of 1983-84 to 1985-86. 50p. 1mf. L1 ED 286 950

Outward Efficiency of Schools. 12p. 1mf. L1 ED 286 290

Economic Status

Farm Crisis Response: Extension and Research Activities in the North Central Region. 73p. 1mf. L1 ED 286 706

Economically Disadvantaged

America's Welfare Population: Who Gets What? Population Trends and Public Policy Report No. 13. 21p. 1mf. L1 ED 286 970

Comprehensive Child Development Centers Act. Report from the Committee on Labor and Human Resources (To Accompany S. 1542). 100th Congress, 1st Session. 15p. 1mf. L1 ED 286 985

Opportunities at Independent Colleges and Universities in New York State through the Higher Education Opportunity Program = Oportunidades en los colegios y universidades independientes en el Estado de Nueva York a traves de los programas de oportunidad en educacion. 25p. 1mf. L1 ED 286 416

Poverty, Income Distribution, the Family and Public Policy: A Study Prepared for the Use of the Subcommittee on Trade, Productivity, and Economic Growth of the Joint Economic Committee, Congress of the United States, 99th Congress, 2nd Session. 133p. 2mf. L1 ED 286 988

Racial Differentials in Younger Male Occupational Mobility Over the Business Cycle, 1966-1975. 11p. 1mf. L1 ED 286 969

Economics

American Interdependence Institute Teaching Materials. 184p. 2mf. L1 ED 286 811

Economic Attitudes and Attitude Change: The Impact of Economic Instruction in Early Adolescence. 35p. 1mf. L1 ED 286 797

Global Issues: Activities and Resources for the High School Teacher. Second Edition. 115p. 2mf. L1 ED 286 810

Quincy Market. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project. 205p. 3mf. L2 ED 286 721

Economics Education

American Interdependence Institute Teaching Materials. 184p. 2mf. L1 ED 286 811

Economic Literacy, Teacher Instruction, and Preparation for the World of Work. 21p. 1mf. L1 ED 286 835

Stock Market Game, an Educator's Guide. Elementary School Edition Grades 6-8 . 70p. 1mf. L2 ED 286 812

Education Consolidation Improvement Act Cha

Effective Practices in Secondary Basic Skills Programs: A Compendium of Case Studies. 227p. 3mf. L1 ED 286 986

Evaluation of the 1983-84 ECIA, Chapter II Computer Education Project. 14p. 1mf. L1 ED 286 484

Education Courses

Practice of Feminist Teaching: A Case Study of Interactions among Curriculum, Pedagogy, and Female Cognitive Development. Working Paper No. 144. 69p. 1mf. L2 ED 286 880

Education for All Handicapped Children Act

Creating Least Restrictive Learning Environments: A Guide for Mainstreaming. Curriculum Bulletin, 1977-78 Series, No. 10. 179p. 2mf. L2 ED 286 336

Education Service Centers

Educational Service Agencies and Media Technology in the United States. 104p. 2mf. L1 ED 286 483

Education Work Relationship

College to Career. The Guide to Job Opportunities. 271p. mf. L3 ED 286 386

Post-Graduate Education in the 1980s. 85p. 1mf. L2 ED 286 415

Student Flow Model: Issues and Recommendations. 20p. 1mf. L1 ED 286 426

Vocational Agriculture: A Unique Program That Should Be Retained. A Position Paper. 12p. 1mf. L1 ED 286 030

Educational Administration

Leaders for America's Schools. The Report of the National Commission on Excellence in Educational Administration. 65p. 1mf. L1 ED 286 265

Educational Assessment

Grade 12 Diploma Examinations Program Bulletin. English 30 & English 33. 1987-88 School Year. 58p. 1mf. L1 ED 286 199

Proceedings: A Colloquium on the Assessment of the Outcomes of Preschool Programs (Honolulu, HI, May 8, 1985). Occasional Paper No. 14. 62p. 1mf. L1 ED 286 627

Quantitative Analysis of Curriculum Effectiveness: 1986. 331p. 4mf. L1 ED 286 892

Second International Mathematics Study. Training Manual for Use of the Databank of the Longitudinal, Classroom Process Surveys for Population A in the IEA Second International Mathematics Study. Contractor's Report. 109p. 2mf. L1 ED 286 707

Educational Attitudes

College Trustee Study machine-readable data file . 28p. 1mf. L3 ED 286 457

Nonsexist Curriculum Development: Theory into Practice. The Handbook of the Curriculum Design Project at the University of Colorado, Boulder. 132p. 2mf. L1 ED 286 773

Nontraditional Options in Training for Employment. Final Report from July 1, 1986 to June 30, 1987. 32p. 1mf. L1 ED 285 999

Educational Background

Report of the Statewide High School Post-Graduate Survey, Class of 1986. 55p. 1mf. L1 ED 286 429

Educational Benefits

Evaluation of the Management Training and the Career Anchors of a Group of MBA/MBL Graduates. 184p. 2mf. L1 ED 286 404

Educational Change

Adjustments Needed in Vocational Agriculture Programs To Meet the Employment Needs of the Food and Fiber System in the Next Decade. A Position Paper. 7p. 1mf. L1 ED 286 031

Education in Ancient and the Present Egypt: From 4000 B.C. to A.D. 1983. 26p. 1mf. L1 ED 286 780

Freire for the Classroom: A Sourcebook for Liberatory Teaching. 237p. mf. L3 ED 286 159

Leaders for America's Schools. The Report of the National Commission on Excellence in Educational Administration. 65p. 1mf. L1 ED 286 265

Oklahoma Speech/Drama Teacher Preparation. 24p. 1mf. L1 ED 286 230

One College of Education's Response to the Call for Reform in Teacher Education. 31p. 1mf. L1 ED 286 859

Revisiting Hutchins and "The Higher Learning in America." 31p. 1mf. L1 ED 286 394

Teacher Education in the United States: Challenge for the Future. 16p. 1mf. L1 ED 286 826

Teacher Education To Change the Workplace. 8p. 1mf. L1 ED 286 875

Teachers' Perspectives on the Problems of Their Profession: Implications for Policymakers and Practitioners. 67p. 1mf. L1 ED 286 828

Educational Cooperation

Educators 2000: A Joint Effort To Recruit Minorities into Teacher Education. 34p. 1mf. L1 ED 286 862

Educational Counseling

Profile of EOPS: Report of the 1986-87 Operational Program Reviews. 100p. 2mf. L1 ED 286 561

Educational Demand

Enrollment Expansion in Postwar Japan. International Publication Series No. 1. 122p. 2mf. L2 ED 286 273

Educational Development

Psychosocial and Academic Effects of an Intervention Program among Minority School Children. 20p. 1mf. L1 ED 286 946

Educational Discrimination

Revisiting James Crow: A Re-Look at Separate but Equal. 21p. 1mf. L1 ED 286 979

Educational Economics

Enrollment Expansion in Postwar Japan. International Publication Series No. 1. 122p. 2mf. L2 ED 286 273

Outward Efficiency of Schools. 12p. 1mf. L1 ED 286 290

Educational Environment

External Influences on School Climate. 21p. 1mf. L1 ED 286 275

On the Front Lines: A Comparison of Reading Instruction Programs in Two South Carolina Schools. 33p. 1mf. L1 ED 286 155

Psychosocial and Academic Effects of an Intervention Program among Minority School Children. 20p. 1mf. L1 ED 286 946

Student Motivation. 14p. 1mf. L2 ED 286 284

Using School Climate Assessments: An Approach to Collaborative School Improvement. 12p. 1mf. L1 ED 286 277

Educational Experience

Learning Disabled Student Use of Microcomputers in Learning Disabilities Programs at California Community Colleges. 15p. 1mf. L1 ED 286 563

Educational Facilities Improvement

Asbestos: From Beginning to End. 21p. 1mf. L1 ED 286 279

Educational Finance

Campus Trends, 1987. Higher Education Panel Report Number 75. 52p. 1mf. L1 ED 286 402

Higher Education Administrative Costs: Continuing the Study. 90p. 1mf. L1 ED 286 460

Methods of Securing Alternative Funding for Community Colleges. ERIC Digest. 6p. 1mf. L1 ED 286 552

National Longitudinal Study (NLS) of the High School Class of 1972. Basic Institutional Source File machine-readable data file . 28p. 1mf. L3 ED 286 458

Statistical Abstract, 1986. 250p. 3mf. L1 ED 286 399

Educational Games

Children in Motion. 15p. 1mf. L1 ED 286 853

Educational History

Bassett to Kemp: Academic Freedom Today. The Eighth Earl V. Pullias Lecture in Higher and Postsecondary Education, 1986. 26p. 1mf. L1 ED 286 389

Education in Ancient and the Present Egypt: From 4000 B.C. to A.D. 1983. 26p. 1mf. L1 ED 286 780

Origins and Outcomes: An Essay on the History of Student Aid in California. The Eureka Project: A Review of Student Financial Aid in California. 48p. 1mf. L1 ED 286 396

Revisiting Hutchins and "The Higher Learning in America." 31p. 1mf. L1 ED 286 394

White Presence at Traditionally Black Public Colleges and Universities: A Synopsis, 1837-1980. 31p. 1mf. L1 ED 286 403

Educational Improvement

Dealing with Dropouts: The Urban Superintendents' Call to Action. 90p. 1mf. L1 ED 286 992

Dilemma of Public School Improvement. 35p. 1mf. L1 ED 286 269

Equity and Excellence: A Response to "A Nation at Risk." Delaware Spring Regional Workshop (Wilmington, Delaware, May 2-3, 1984). 96p. 1mf. L1 ED 286 965

Improving the Education Status of Native Hawaiians, and For Other Purposes. Report from the Select Committee on Indian Affairs (To Accompany S. 360). 100th Congress, 1st Session. 27p. 1mf. L1 ED 286 955

Lowering the Dropout Rate: The Experiences of Urban Superintendents. 73p. 1mf. L1 ED 286 966

One College of Education's Response to the Call for Reform in Teacher Education. 31p. 1mf. L1 ED 286 859

Psychosocial and Academic Effects of an Intervention Program among Minority School Children. 20p. 1mf. L1 ED 286 946

Teachers' Perspectives on the Problems of Their Profession: Implications for Policymakers and Practitioners. 67p. 1mf. L1 ED 286 828

Educational Innovation

Secretary's Discretionary Program: Planning Grant To Develop Teacher Incentive Projects. Final Report. Support for Innovative Teacher Projects. 32p. 1mf. L1 ED 286 847

Six School Complex: A Successful Innovation in Washington, D.C.'s Public Schools. 232p. mf. L3 ED 286 984

Educational Legislation

Education and the Law. 64p. mf. L3 ED 286 255

Teacher Tenure in Montana: An Investigation of the Laws and Issues. A Report to the 49th Legislature Joint Interim Subcommittee No. 4. 61p. 1mf. L1 ED 286 288

Educational Media

Evaluation of the Media Services Program. 102p. 2mf. L1 ED 286 485

Educational Needs

American Council on Consumer Interests Annual Conference Proceedings (33rd, Denver, Colorado, April 1-4, 1987). 425p. 5mf. L2 ED 286 052

Continuing Education Needs of Academic Staff: Senior College Staff in TAFE. 91p. 1mf. L1 ED 286 057

Continuing Education Needs of Academic Staff. Full-Time TAFE College Lecturers. 88p. 1mf. L1 ED 286 061

Identification of Priority Sites for Parent-Child Services. Working Paper. 28p. 1mf. L1 ED 286 626

Labor Market Assessments: An Essential Data Element for Program Development and Evaluation. 110p. 2mf. L1 ED 286 033

Needs Assessment Study of Vocational, Technical, and High Skills Education Programs 1986-1987. 141p. 2mf. L1 ED 286 065

Occupational Clusters of the Engineering Technical Workforce: Summary Report. 27p. 1mf. L1 ED 286 059

Outline of Vocational-Technical Teacher Training in China. Country Paper--People's Republic of China. 8p. 1mf. L1 ED 285 971

Educational Objectives

Comprehensive Multi-Year Education Plan. SY 1988-1992. 934p. 10mf. L1 ED 286 987

Effective Education: A Minority Policy Perspective. Contributions to the Study of Education, Number 20. 140p. mf. L3 ED 286 964

Essential Concepts, Skills and Attitudes for Grade 12. Second Draft. 26p. 1mf. L1 ED 286 869

Essentials of College and University Education for Professional Nursing. Final Report. 34p. 1mf. L1 ED 286 391

Evaluation of the 1983-84 ECIA, Chapter II Computer Education Project. 14p. 1mf. L1 ED 286 484

Latin for Communication. New York State Syllabus. 67p. 1mf. L1 ED 286 379

Making the Connection. The Adult Education Movement and the 4th Unesco Conference. 38p. 1mf. L2 ED 286 008

Modern Languages for Communication. New York State Syllabus. 48p. 1mf. L1 ED 286 378

Philosophy and Objectives: Course of Study. 24p. 1mf. L1 ED 286 779

Educational Philosophy

Laser Videodiscs and the Curriculum. 16p. 1mf. L1 ED 286 492

Philosophy and Objectives: Course of Study. 24p. 1mf. L1 ED 286 779

Educational Planning

Articulation Model for Advanced Placement of Students in Technical Colleges. 18p. 1mf. L1 ED 286 028

(Continued)

Educational Planning *(Continued)*
Comprehensive Multi-Year Education Plan. SY 1988-1992.
934p. 10mf. L1 ED 286 987
Industrial Technology Education: Findings and Recommendations of the Blue Ribbon Committee on the Future of Industrial Arts Education in Idaho.
26p. 1mf. L1 ED 286 038
Into the Twenty-First Century: Comprehensive Planning for Secondary Vocational Education in New Jersey.
45p. 1mf. L1 ED 286 064
Iowa Family Day Care Handbook. 3rd Edition.
215p. 3mf. L1 ED 286 603

Educational Policy
Education and the Law.
64p. mf. L3 ED 286 255
Education in a Changing South: New Policies, Patterns and Programs. Report on the Continuing Conference (Atlanta, Georgia, November 19-20, 1986). Current Themes in Rural and Urban Education.
39p. 1mf. L1 ED 286 967
Education in and for a Multicultural Society: Issues and Strategies for Policy Making.
72p. 1mf. L1 ED 286 259
Effective Teacher Selection: From Recruitment to Retention--Case Studies. A Rand Note.
217p. 3mf. L2 ED 286 865
Multicultural Education.
351p. 4mf. L1 ED 286 991
Schools, Space and Social Policy: Educational Provision for the Children of Migrant Workers in Munich. International Monographs in Community and Educational Policy Studies.
47p. mf. L3 ED 286 662

Educational Practices
Children Come First.
17p. 1mf. L1 ED 286 652
Occupational Literacy and/or Literacy in the Workplace.
24p. 1mf. L1 ED 286 044

Educational Psychology
Applying Educational Psychology in the Classroom. Third Edition.
571p. mf. L3 ED 286 854

Educational Quality
Children Come First.
17p. 1mf. L1 ED 286 652
Needs Assessment Study of Vocational, Technical, and High Skills Education Programs 1986-1987.
141p. 2mf. L1 ED 286 065
Partnerships for Day Care: Final Report of the Governor's Day Care Partnership Initiative.
89p. 1mf. L1 ED 286 625
School Organization and the Quality of Schooling: A Study of Victorian Government Secondary Schools. ACER Research Monograph No. 29.
179p. 2mf. L1 ED 286 263

Educational Research
Bringing Students In: The Advantage of a Partisan View.
14p. 1mf. L1 ED 286 548
Hawthorne Control Procedures in Educational Experiments: A Reconsideration of Their Use and Effectiveness.
18p. 1mf. L1 ED 286 926
Knowledge Base: Issues for Liberal Arts Colleges. AILACTE Occasional Paper No. 7.
11p. 1mf. L1 ED 286 833
Personal Experience with Computer Conferencing: Problems and Possibilities.
9p. 1mf. L1 ED 286 488
Research and Development Digest--2. A Summary of Published Research by the Centre for the Period 1 July, 1986 - 30 June, 1987.
66p. 1mf. L1 ED 286 054
Research on Teacher Effects: Uses and Abuses. Occasional Paper No. 116.
43p. 1mf. L1 ED 286 860
Sociology, Education and Schools: An Introduction to the Sociology of Education.
273p. mf. L3 ED 286 963

Educational Researchers
Bringing Students In: The Advantage of a Partisan View.
14p. 1mf. L1 ED 286 548

Educational Resources
Evaluation of the Media Services Program.
102p. 2mf. L1 ED 286 485
Native Library Resources for Elementary, Junior and Senior High Schools.
69p. 1mf. L1 ED 286 663
Resources in Education (RIE). Volume 23, Number 2.
p. mf. L2 ED 285 967

Educational Status Comparison
Labor Market Experience of Tennagers with and without High School Diplomas.
43p. 1mf. L1 ED 286 268

Educational Strategies
Strategic Teaching and Learning: Cognitive Instruction in the Content Areas.
176p. 2mf. L2 ED 286 858

Educational Technology
Adult Literacy and Technology Conference Proceedings (University Park, Pennsylvania, June 4-7, 1987).
73p. 1mf. L2 ED 286 066
Minnesota Technology Demonstration Sites.
51p. 1mf. L1 ED 286 470
Perspective of the Future Development of Distance Higher Education in Korea. Proceedings of a Symposium (4th, Seoul, Korea, December 12, 1986).
147p. 2mf. L1 ED 286 489

Educational Testing
Alternatives to Standardized Tests. ERIC Digest.
3p. 1mf. L1 ED 286 938
Finding Information about Tests. ERIC Digest.
4p. 1mf. L1 ED 286 941
Issues in Student Assessment. New Directions for Community Colleges, Number 59.
122p. 2mf. L1 ED 286 547
Measurement Implications of "A Nation at Risk." ERIC Digest.
4p. 1mf. L1 ED 286 943
Study of the Relationship among Placement Test Scores and Gender and Ethnicity of Students in Three Insufficient Academic Progress Groups at the End of Fall Quarter, 1985. General College Studies.
26p. 1mf. L1 ED 286 560

Educational Theories
Freire for the Classroom: A Sourcebook for Liberatory Teaching.
237p. mf. L3 ED 286 159

Educational Trends
Higher Education Today: Facts in Brief.
60p. 1mf. L2 ED 286 390
Less-Than-4-Year Awards in Institutions of Higher Education: 1983-85.
67p. 1mf. L1 ED 286 540
Open Portal Schools: The Real Impact of Computer-Based Education.
14p. 1mf. L1 ED 286 487
Trends in Bachelors and Higher Degrees, 1975-1985.
48p. 1mf. L1 ED 286 420

Educationally Disadvantaged
Comparative Analysis of Non-Promotions in the Top Eight Major Public School Districts of Louisiana During the School Years of 1983-84 to 1985-86.
50p. 1mf. L1 ED 286 950
Education in a Changing South: New Policies, Patterns and Programs. Report on the Continuing Conference (Atlanta, Georgia, November 19-20, 1986). Current Themes in Rural and Urban Education.
39p. 1mf. L1 ED 286 967
Effective Practices in Secondary Basic Skills Programs: A Compendium of Case Studies.
227p. 3mf. L1 ED 286 986
Improving the Education Status of Native Hawaiians, and For Other Purposes. Report from the Select Committee on Indian Affairs (To Accompany S. 360). 100th Congress, 1st Session.
27p. 1mf. L1 ED 286 955
Opportunities at Independent Colleges and Universities in New York State through the Higher Education Opportunity Program = Oportunidades en los colegios y universidades independientes en el Estado de Nueva York a traves de los programas de oportunidad en educacion.
25p. 1mf. L1 ED 286 416
Profile of EOPS: Report of the 1986-87 Operational Program Reviews.
100p. 2mf. L1 ED 286 561

Educators 2000 Project
Educators 2000: A Joint Effort To Recruit Minorities into Teacher Education.
34p. 1mf. L1 ED 286 862

Effect Size
Comparison of Three Integrative Review Methods: Different Methods, Different Findings?
24p. 1mf. L1 ED 286 911
Gender Differences on the College Board Achievement Tests and the Advanced Placement Examinations: Effect Sizes Versus Some Upper-Tail Ratios.
16p. 1mf. L1 ED 286 913
Hawthorne Control Procedures in Educational Experiments: A Reconsideration of Their Use and Effectiveness.
18p. 1mf. L1 ED 286 926

Effective Schools Research
Contextual Differences in Effective Schooling in Louisiana.
16p. 1mf. L1 ED 286 272

Efficiency
Assessing Writing Skill. Research Monograph No. 11.
138p. 2mf. L2 ED 286 920

Efficiency Index
Evaluation Technique and Program Efficiency Measures: Statistical Derivations for the Regression Discontinuity Design.
22p. 1mf. L1 ED 286 895

Effort
Relation of High School Academic Performance and Student Effort to Language Use and Recenty of Migration among Asian- and Pacific-Americans.
45p. 1mf. L1 ED 286 973

Egypt
Education in Ancient and the Present Egypt: From 4000 B.C. to A.D. 1983.
26p. 1mf. L1 ED 286 780

Eidos Program NY
Alternative Education and Employment Preparation for Youth. The Eidos Program.
38p. 1mf. L1 ED 286 045

Elaboration
Children's Awareness of Actions: Getting a Hand on Consciousness.
20p. 1mf. L1 ED 286 589

Elaboration Likelihood Model
Cognition in Counseling: Integrating Two Theoretical Approaches.
42p. 1mf. L1 ED 286 141

Elections
Elections: An Instructional Unit for Elementary Grades.
120p. 2mf. L2 ED 286 800

Electromagnetic Field
Biological and Health Effects of Electromagnetic (Nonionizing) Radiation. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 762

Electromechanical Aids
Modified Optacon: Towards an Educational Program.
8p. 1mf. L1 ED 286 326

Electronic Communications Privacy Act 1986
Satellite News Feeds: Protecting a Transient Interest.
42p. 1mf. L1 ED 286 176

Electronic Control
Closing the Loop--Improving Energy Management in Schools. Energy Research Group Report.
117p. 2mf. L1 ED 286 274

Electronic Publishing
Desktop Publishing: A Sober Second Look at the Latest Local Production Fad.
15p. 1mf. L1 ED 286 521

Electronics
Applied Academics: Applied Mathematics: Communications Electronics. Bulletin VE-38.
260p. 3mf. L2 ED 286 749

Elementary School Curriculum
Family Living Including Sex Education: Supplementary Material Related to Helping Children Protect Themselves from Sexual Abuse.
27p. 1mf. L2 ED 286 129
Study of Traditional Circle Games of Five-Year-Old United States Public School Kindergarten Children.
18p. 1mf. L1 ED 286 638
World Food Day Curriculum, Grades K-3.
21p. 1mf. L2 ED 286 792

Elementary School Mathematics
Cognitive Arithmetic: Evidence for the Development of Automaticity.
10p. 1mf. L1 ED 286 732
Evaluation of the Hinsdale School District 181 Telewriter Program.
32p. 1mf. L1 ED 286 731
Improving Math Performance through a Peer Tutoring Program.
29p. 1mf. L1 ED 286 735
Mathematics Staff Development Program, Grades 3 and 6, 1986-1987. Volume 2.
193p. 3mf. L2 ED 286 768
Mathematics: Videotapes for Inservice Training for Active Learning. VITAL Series.
43p. 1mf. L2 ED 286 752
New Teachers Mathematics Staff Development, Grades 3-6.
245p. 3mf. L2 ED 286 767
One Hand at a Time. Using a One-Handed Clock To Teach Time-Telling Skills. Primary Grades.
101p. 2mf. L2 ED 286 716
Staff Development Project--Mathematics. Grades K-6. Revision.
450p. 5mf. L1 ED 286 725
Superstars II, Intermediate. A Standards of Excellence Curriculum Project for Intermediate-Level Students.
267p. 3mf. L1 ED 286 740
Superstars II, Primary. A Standards of Excellence Curriculum Project for Primary-Level Students.
337p. 4mf. L1 ED 286 739
Teaching Mathematics in Grades K-8. Research Based Methods.
485p. mf. L3 ED 286 753
Teaching Mathematics 5 to 11.
151p. mf. L3 ED 286 726

Elementary School Science
Activities and Things. Book A.
36p. 1mf. L1 ED 286 727
Activity Book. Book B.
36p. 1mf. L1 ED 286 728
Science Education. Oryx Science Bibliographies, Volume 6.
107p. mf. L3 ED 286 754
Science: Videotapes for Inservice Training for Active Learning. VITAL Series.
65p. 1mf. L2 ED 286 751

Elementary School Students
Child Self-Reports and Perceptions of Parent and Teacher Behavior.
15p. 1mf. L1 ED 286 613
Children's Awareness of Actions: Getting a Hand on Consciousness.
20p. 1mf. L1 ED 286 589
Difference between Task Understanding and Reasoning Skills in Children's Syllogistic Performance.
27p. 1mf. L1 ED 286 373
Effects of Familiarity on the Success of Children's Help-Seeking.
21p. 1mf. L1 ED 286 640
Handbook on the Implementation of Anti-Victimization Programs for School Children.
117p. 2mf. L1 ED 286 621
Internal Representations of Attachment in Six-Year-Olds
22p. 1mf. L1 ED 286 590
Teaching the Younger School Children Values.
14p. 1mf. L1 ED 286 633
Toward Motivation To Learn: Explorations of Classrooms with a Learning Orientation.
19p. 1mf. L1 ED 286 591

Elementary School Teachers
Case Studies of Elementary Teacher Preparation Programs in Six Schools and Colleges of Education. Preliminary Study Findings.
28p. 1mf. L1 ED 286 822

Elementary Schools
Innovation in Primary School Construction: Maldives Community Schools. Educational Building Report 12.
74p. 1mf. L2 ED 286 664

Elementary Secondary Education
Comparative Analysis of Non-Promotions in the Top Eight Major Public School Districts of Louisiana During the School Years of 1983-84 to 1985-86.
50p. 1mf. L1 ED 286 950
Learning Disabled Student Use of Microcomputers in Learning Disabilities Programs at California Community Colleges.
15p. 1mf. L1 ED 286 563
School Psychologist and Program Development of Disaffected/Disruptive Students.
13p. 1mf. L1 ED 286 109

Eligibility
Aid to Families with Dependent Children Program in Wisconsin: Staff Brief 86-15.
47p. 1mf. L1 ED 286 975
College Cost Book, 1986-87. Seventh Edition.
310p. 4mf. L2 ED 286 385
Welfare Eligibility: Deficit Reduction Act Income Verification Issues. Fact Sheet for the Ranking Minority Member, Subcommittee on Oversight of Government Management, Committee on Governmental Affairs, United States Senate.
97p. 2mf. L1 ED 286 990

Eliot (T S)
Making T. S. Eliot Easier: Images as the Key to Understanding.
10p. 1mf. L1 ED 286 182

Elitism
Culture-Specific Institutions that Delayed the Growth of Common Schools in the Antebellum South, 1700-1860.
34p. 1mf. L1 ED 286 983

Emotional Disturbances
Evaluation of the Dade-Monroe Multiagency Network for Severely Emotionally Disturbed Students.
65p. 1mf. L1 ED 286 338

Emotional Experience
Values and Affectivity from a Piagetian Point of View.
66p. 1mf. L1 ED 286 596

Emotional Response
Getting There: A Phenomenology of the Contexts of Car Buying.
13p. 1mf. L1 ED 286 784
Interpersonal Process Recall (IPR): Uses in Training Trauma Counselors.
19p. 1mf. L1 ED 286 105

Employed Parents
Back to Work: A Guide for Expectant and New Working Parents.
158p. 2mf. L1 ED 286 619
Maternal Employment, Maternal Role Satisfaction and Early Adolescent Outcomes.
35p. 1mf. L1 ED 286 655
Working Parents' Expectations and Perceptions of Their Young Children.
13p. 1mf. L1 ED 286 615

Employed Women
Child Care and the Clerical Workforce: 85/86 National Survey.
25p. 1mf. L1 ED 286 609
Home Environment Factors as Predictors of Child Adjustment in Mother-Employed Households: Results of a Nationwide Study.
26p. 1mf. L1 ED 286 581
Working with Single-Parent Families: A Manual for Conducting Workshops with Single Parents. A Facilitator's Guide.
293p. 4mf. L2 ED 286 616

Employee Assistance Programs
Cancer Prevention Programs in the Workplace. WBGH Worksite Wellness Series.
68p. 1mf. L2 ED 286 009
Developing Healthy Companies through Human Resources Management. WBGH Worksite Wellness Series.
66p. 1mf. L2 ED 286 012
Employee Assistance Program Cost Containment through the Utilization of Community-Based, Social Model Treatment Providers.
9p. 1mf. L1 ED 286 133
Employees as Leaders/Decision-Makers in Worksite Wellness Programs. WBGH Worksite Wellness Series.
62p. 1mf. L2 ED 286 011
Health Promotion and the Labor Union Movement. WBGH Worksite Wellness Series.
34p. 1mf. L2 ED 286 022
Nutrition Programs in the Workplace. WBGH Worksite Wellness Series.
42p. 1mf. L2 ED 286 014
Physical Fitness Programs in the Workplace. WBGH Worksite Wellness Series.
55p. 1mf. L2 ED 286 016
Preventing Alcohol and Drug Abuse through Programs at the Workplace. WBGH Worksite Wellness Series.
53p. 1mf. L2 ED 286 010
Promoting Prenatal Health in the Workplace. WBGH Worksite Wellness Series.
41p. 1mf. L2 ED 286 017
Reducing Smoking at the Workplace. WBGH Worksite Wellness Series.
37p. 1mf. L2 ED 286 020
Safety Belt Programs at the Workplace. WBGH Worksite Wellness Series.
54p. 1mf. L2 ED 286 018
Stress Management in the Workplace. WBGH Worksite Wellness Series.
38p. 1mf. L2 ED 286 021
Using Incentives To Promote Employee Health. WBGH Worksite Wellness Series.
44p. 1mf. L2 ED 286 013
Wellness for Older Workers and Retirees. WBGH Worksite Wellness Series.
70p. 1mf. L2 ED 286 015
Wellness in Small Businesses. WBGH Worksite Wellness Series.
21p. 1mf. L2 ED 286 019

Employee Attitudes
Career Success: An Exploratory Study of Managers.
27p. 1mf. L1 ED 286 099
Technological Innovation and Strategic Human Resource Management: Developing a Theory.
38p. 1mf. L1 ED 286 100

Employee Responsibility
Employees as Leaders/Decision-Makers in Worksite Wellness Programs. WBGH Worksite Wellness Series.
62p. 1mf. L2 ED 286 011

Employer Attitudes
Child Care and the Clerical Workforce: 85/86 National Survey.
25p. 1mf. L1 ED 286 609
Secondary Student and Employer Follow-up. 1986 Sample Survey Report. Vocational Education Research.
208p. 3mf. L1 ED 286 006

Employer Employee Relationship
Technological Innovation and Strategic Human Resource Management: Developing a Theory.
38p. 1mf. L1 ED 286 100

Employer Supported Day Care
Child Care Notebook. Revised.
78p. 1mf. L2 ED 286 644

Employment
Technology and Employment. Innovation and Growth in the U.S. Economy.
238p. 3mf. L2 ED 286 063

Employment Experience
Report of the Statewide High School Post-Graduate Survey, Class of 1986.
55p. 1mf. L1 ED 286 429

Employment Interviews
Mature/Older Job Seeker's Guide.
131p. 2mf. L2 ED 286 003

Employment Level
Occupational Clusters of the Engineering Technical Workforce: Summary Report.
27p. 1mf. L1 ED 286 059

Employment Opportunities
American Nanny: Opportunities, Training and Placement.
14p. 1mf. L1 ED 286 622
Bridging the Technological Gap.
7p. 1mf. L1 ED 286 323
Career Opportunities in Science and Technology. LC Science Tracer Bullet.
11p. 1mf. L1 ED 286 761
College to Career. The Guide to Job Opportunities.
271p. mf. L3 ED 286 386
Employment Opportunities for the Handicapped in Programmable Automation.
6p. 1mf. L1 ED 286 322
Employment-Focused Programs for Adolescent Mothers.
55p. 1mf. L1 ED 286 118
Need for Librarians in California: Report on a Survey of the State's Libraries.
114p. 2mf. L1 ED 286 513

Employment Patterns
Labor Market Assessments: An Essential Data Element for Program Development and Evaluation.
110p. 2mf. L1 ED 286 033
Male-Female Differences in Work Experience, Occupation, and Earnings: 1984. Data from the Survey of Income and Program Participation.
49p. 1mf. L1 ED 286 070
Plant Closings. Limited Advance Notice and Assistance Provided Dislocated Workers. Report to Congressional Committees.
92p. 1mf. L1 ED 286 049
Racial Differentials in Younger Male Occupational Mobility Over the Business Cycle, 1966-1975.
11p. 1mf. L1 ED 286 969

Employment Potential
Labor Market Experience of Tennagers with and without High School Diplomas.
43p. 1mf. L1 ED 286 268
Marketable Skills and Jobs for Single Teen Parents. Final Report, Project No. 480-15170-7-1D05, July 1, 1986 to June 30, 1987.
84p. 1mf. L1 ED 285 986
Single Parents or Homemakers. Individualized Career Oriented Program for Equity (I.C.O.P.E.). Final Report from July 1, 1986 to June 30, 1987.
80p. 1mf. L1 ED 285 993
Single Parents/Displaced Homemakers: Balancing Family Living, Education and Employment. Final Report from 7/01/86 to 6/30/87.
27p. 1mf. L1 ED 285 994
Study of Job Clubs for Two-Year College Students with Learning Disabilities.
220p. 3mf. L1 ED 286 026

Employment Practices
Agreement between Association of Pennsylvania State College and University Faculties (APSCUF) and State System of Higher Education (SSHE), July 1, 1985-June 30, 1987.
85p. 1mf. L2 ED 286 455
Agreement between Board of Trustees of Nebraska State Colleges and the State College Education Association, July 1, 1986-June 30, 1989.
26p. 1mf. L1 ED 286 444
Agreement between The State of New Jersey and the Council of New Jersey State College Locals (New Jersey State College System), NJSFT, AFT, AFL-CIO, July 1, 1986-June 30, 1989.
72p. 1mf. L2 ED 286 446
Agreement between The State of New York and United University Professions, 1985-1988.
158p. 2mf. L2 ED 286 445
Agreement between University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii, 1987-1989.
99p. 2mf. L1 ED 286 449
Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors, August 1, 1986-July 31, 1988.
129p. 2mf. L1 ED 286 440
Agreement between Western Oregon State College Federation of Teachers and Western Oregon State College, July 1, 1985-June 30, 1987.
33p. 1mf. L1 ED 286 451
Collective Bargaining Agreement between Montana University System and the Northern Montana College Federation of Teachers, July 1, 1985-June 30, 1987.
62p. 1mf. L1 ED 286 439
Collective Bargaining Agreement between Association of Professors, Southern Oregon State College, and Southern Oregon State College, November 27, 1985-June 30, 1987.
36p. 1mf. L2 ED 286 450
Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for The Connecticut State University, 1984-1987.
84p. 1mf. L2 ED 286 452
Collective Bargaining Agreement between Portland State University Faculty Association, Local 3571, American Federation of Teachers, AFL-CIO, and Portland State University, October 18, 1985-June 30, 1987.
28p. 1mf. L2 ED 286 456
Collective Bargaining Agreement between Western Montana College Faculty Association (Local 4323, MFT, AFT, AFL-CIO) and the Board of Regents of Higher Education, Montana University System, July 1, 1985-June 30, 1987.
75p. 1mf. L1 ED 286 454
Effective Teacher Selection: From Recruitment to Retention--Case Studies. A Rand Note.
217p. 3mf. L2 ED 286 865
Master Agreement between the State of Iowa Board of Regents and the Uni-United Faculty of University of Northern Iowa, July 1, 1987-June 30, 1989.
94p. 1mf. L1 ED 286 448
Memorandum of Understanding between University of California and University Council, American Federation of Teachers, Non-Senate Instructional Unit, July 1 1986-June 30, 1988.
90p. 1mf. L2 ED 286 453
Need for Librarians in California: Report on a Survey of the State's Libraries.
114p. 2mf. L1 ED 286 513
On Campus with Women. Spring 1987 and Summer 1987.
26p. 1mf. L1 ED 286 408
Pensions: Worker Coverage and Retirement Income, 1984. Data from the Survey of Income and Program Participation.
38p. 1mf. L1 ED 286 071
Plant Closings. Limited Advance Notice and Assistance Provided Dislocated Workers. Report to Congressional Committees.
92p. 1mf. L1 ED 286 049

Employment Programs
Alternative Education and Employment Preparation for Youth. The Eidos Program.
38p. 1mf. L1 ED 286 045
Job Training Partnership Act. Summer Youth Programs Increase Emphasis on Education. Briefing Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, United States Senate.
61p. 1mf. L1 ED 286 048
Some Outcomes of an Employment-Oriented Post-Secondary Training Program for Educably Mentally Handicapped Adults.
28p. 1mf. L1 ED 286 069

Employment Projections
Labor Market Assessments: An Essential Data Element for Program Development and Evaluation.
110p. 2mf. L1 ED 286 033
Target Forecast. Public School Teachers.
3p. 1mf. L1 ED 286 867

Employment Qualifications
Occupational Clusters of the Engineering Technical Workforce: Summary Report.
27p. 1mf. L1 ED 286 059
Occupational Literacy and/or Literacy in the Workplace.
24p. 1mf. L1 ED 286 044

Energy Audits
Closing the Loop--Improving Energy Management in Schools. Energy Research Group Report.
117p. 2mf. L1 ED 286 274

Energy Conservation
Closing the Loop--Improving Energy Management in Schools. Energy Research Group Report.
117p. 2mf. L1 ED 286 274

Energy Management
Closing the Loop--Improving Energy Management in Schools. Energy Research Group Report.
117p. 2mf. L1 ED 286 274

Engineering Education
Select Program in Science and Engineering. SPISE and SPISE-EXTENDED. Ninth Annual Report 1986-1987.
37p. 1mf. L1 ED 286 738
Towards a National Policy for Undergraduate Science Education: With the Recommendations of the National Higher Education Associations' Task Force. ACE Special Report.
30p. 1mf. L1 ED 286 384
Trends in the Chemical Industry. 1987 Survey of ACS Corporation Associates.
90p. 1mf. L2 ED 286 724

Engineering Technicians
Occupational Clusters of the Engineering Technical Workforce: Summary Report.
27p. 1mf. L1 ED 286 059

Engineering Technology
Utilization of Technology; Consumer Perspective.
7p. 1mf. L1 ED 286 332

Engineers
Occupational Clusters of the Engineering Technical Workforce: Summary Report.
27p. 1mf. L1 ED 286 059

English
Interfaces. Working Papers in Linguistics No. 32.
167p. 2mf. L1 ED 286 380
L'Education et l'information juridiques dans un contexte bilingue. Etude exploratrice sur la comprehension populaire des lois (Legal Education and Information in a Bilingual Context. Exploratory Study on the Popular Understanding of Laws).
103p. 2mf. L1 ED 286 371

English (Second Language)
Closer Look at Cloze.
17p. 1mf. L1 ED 286 376
Countywide Adult Basic Education Program. Final Report, 1986-1987.
9p. 1mf. L1 ED 286 572
Curriculum Studies & ELT.
16p. 1mf. L1 ED 286 365
Description of Immersion Strategy Programs in the United States.
102p. 2mf. L1 ED 286 352
Discussion Classes at University Level.
7p. 1mf. L1 ED 286 372
English Language and Literature in EFL Situations.
8p. 1mf. L1 ED 286 377
Evaluation of the English Oral Fluency of Limited English Proficient Twelfth Grade Students.
62p. 1mf. L1 ED 286 906
L1 Writing for ESOL Composition.
11p. 1mf. L1 ED 286 351
MELT Bibliography. Materials Correlated with the Core Curriculum Competencies of the Mainstream English Language Training Project, Office of Refugee Resettlement.
293p. 4mf. L1 ED 286 074
Student Achievement Study, 1970-1974. The IEA Six-Subject Data Bank machine-readable data file .
4p. 1mf. L3 ED 286 945
Teaching English to Chinese Students: A Bibliography.
12p. 1mf. L1 ED 286 368
Teaching Logical Organization of Ideas in English.
19p. 1mf. L1 ED 286 364
What Variability Can Reveal: Translating into the Foreign Language.
10p. 1mf. L1 ED 286 367

English Curriculum
Recommended English Language Arts Curriculum Guides, K-12, 1987.
34p. 1mf. L1 ED 286 204

English Departments
Writing Instruction in Colleges and Universities: A Survey from 1975-76 to 1985-86.
20p. 1mf. L1 ED 286 180

English Examinations
Grade 12 Diploma Examinations Program Bulletin. English 30 & English 33. 1987-88 School Year.
58p. 1mf. L1 ED 286 199

English Instruction
Literacy and Locality.
74p. 1mf. L1 ED 286 193
Making T. S. Eliot Easier: Images as the Key to Understanding.
10p. 1mf. L1 ED 286 182
(Continued)

English Instruction *(Continued)*
Note on the Rise of the Corporate Mind in Composition Teaching. Revised.
10p. 1mf. L2 ED 286 207
Success or Failure? Learning and the Language Minority Student.
216p. mf. L3 ED 286 959
English Literature
English Language and Literature in EFL Situations.
8p. 1mf. L1 ED 286 377
Enrichment Activities
Dance Theatre of Harlem--Theater Activity Packet.
60p. 1mf. L2 ED 286 247
Nutcracker--Theater Activity Packet.
60p. 1mf. L2 ED 286 248
Enrollment
Enrollment Expansion in Postwar Japan. International Publication Series No. 1.
122p. 2mf. L2 ED 286 273
Enrollment Influences
Enrollment Management. ERIC Digest.
6p. 1mf. L1 ED 286 558
Enrollment Management
Enrollment Management. ERIC Digest.
6p. 1mf. L1 ED 286 558
Enrollment Projections
Indicators of Future School Enrollments.
77p. mf. L3 ED 286 285
Enrollment Rate
Enrollment Expansion in Postwar Japan. International Publication Series No. 1.
122p. 2mf. L2 ED 286 273
Enrollment Trends
Campus Trends, 1987. Higher Education Panel Report Number 75.
52p. 1mf. L1 ED 286 402
Challenging the Future. The University Marketing Report, 1985.
339p. 4mf. L1 ED 286 395
Data Base Development for Effective Enrollment Management.
33p. 1mf. L1 ED 286 400
Indicators of Future School Enrollments.
77p. mf. L3 ED 286 285
Kentucky College and University Enrollments, Fall 1986.
280p. 3mf. L1 ED 286 423
Post-Graduate Education in the 1980s.
85p. 1mf. L2 ED 286 415
Statistical Abstract, 1986.
250p. 3mf. L1 ED 286 399
Strategic Plan To Address Recruitment and Retention Strategies for Black and Hispanic Students at Hudson County Community College.
77p. 1mf. L1 ED 286 549
Wentworth Institute of Technology Factbook. Issue #7.
80p. 1mf. L1 ED 286 545
Entrepreneurship
Business Ownership and Management. Arkansas Public School Course Content Guide.
35p. 1mf. L1 ED 285 979
Environmental Education
Activities and Things. Book A.
36p. 1mf. L1 ED 286 727
Activity Book. Book B.
36p. 1mf. L1 ED 286 728
Advanced Waste Treatment. A Field Study Training Program.
603p. 7mf. L2 ED 286 743
Asbestos. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 760
Cognitive Learning in the Environment: Secondary Students. ERIC/SMEAC Environmental Education Digest No. 1, 1987.
3p. 1mf. L1 ED 286 756
Industrial Waste Treatment. A Field Study Training Program.
645p. 7mf. L2 ED 286 742
International Comprehension of Environmental Problems, Education and Training.
9p. 1mf. L1 ED 286 713
Michigan Household Hazardous Substance Handbook.
145p. 2mf. L1 ED 286 717
Social Sciences in Forestry. A Current Selected Bibliography and Index. No. 71.
102p. 2mf. L2 ED 286 718
State of the Environment: Environment and Health 1986. United Nations Environment Programme.
99p. 2mf. L1 ED 286 711
State of the World Environment, 1987. United Nations Environment Programme.
88p. 1mf. L1 ED 286 712
United Nations Environment Programme. Annual Report of the Executive Director, 1985.
264p. 3mf. L1 ED 286 710
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources materials. Supplement 31, 1987.
176p. 2mf. L1 ED 286 755
Environmental Education Research
Cognitive Learning in the Environment: Secondary Students. ERIC/SMEAC Environmental Education Digest No. 1, 1987.
3p. 1mf. L1 ED 286 756
Environmental Influences
Developing Healthy Companies through Human Resources Management. WBGH Worksite Wellness Series.
66p. 1mf. L2 ED 286 012
Situational Influences on Self and Other Perceptions of Femininity and Masculinity.
10p. 1mf. L1 ED 286 092
Environmental Quality
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources materials. Supplement 31, 1987.
176p. 2mf. L1 ED 286 755
Environmental Standards
Michigan Household Hazardous Substance Handbook.
145p. 2mf. L1 ED 286 717
Using Pesticides Safely. Special Circular 296.
13p. 1mf. L1 ED 286 671
Environmental Technicians
Advanced Waste Treatment. A Field Study Training Program.
603p. 7mf. L2 ED 286 743
Industrial Waste Treatment. A Field Study Training Program.
645p. 7mf. L2 ED 286 742
Equal Education
Effective Education: A Minority Policy Perspective. Contributions to the Study of Education, Number 20.
140p. mf. L3 ED 286 964
Equity and Excellence: A Response to "A Nation at Risk." Delaware Spring Regional Workshop (Wilmington, Delaware, May 2-3, 1984).
96p. 1mf. L1 ED 286 965
Revisiting James Crow: A Re-Look at Separate but Equal.
21p. 1mf. L1 ED 286 979
Equal Opportunities (Jobs)
Gender: A Relevant Concept for Educational Leadership.
26p. 1mf. L1 ED 286 254
Women in Sport--The Beat Goes On. The Colorado Model: Addressing the Declining Number of Women Leaders in Sport.
7p. 1mf. L1 ED 286 824
Equated Scores
Effects of Test Disclosure on Linear Equating Relationships under the Common Item Nonequivalent Groups Design.
29p. 1mf. L1 ED 286 907
Equating of 1985 to 1986 Citywide Reading and Mathematics Tests.
61p. 1mf. L1 ED 286 903
Equipercentile Equating
Equating of 1985 to 1986 Citywide Reading and Mathematics Tests.
61p. 1mf. L1 ED 286 903
Equipment
Missouri LINC Assistive Device Service.
5p. 1mf. L1 ED 286 321
Utilization of Technology; Consumer Perspective.
7p. 1mf. L1 ED 286 332
Equipment Utilization
Evaluation of the Media Services Program.
102p. 2mf. L1 ED 286 485
ERIC
Distance Education: Index to ERIC Papers, 1966-1985. Volume One: ED Documents.
55p. 1mf. L1 ED 286 497
ERIC SilverPlatter: Is It User Friendly?
26p. 1mf. L1 ED 286 522
ERIC Digests
Alternatives to Standardized Tests. ERIC Digest.
3p. 1mf. L1 ED 286 938
Controversies Surrounding Developmental Education in the Community College. ERIC Digest.
6p. 1mf. L1 ED 286 557
Enrollment Management. ERIC Digest.
6p. 1mf. L1 ED 286 558
High School-Community College Collaboration. ERIC Digest.
6p. 1mf. L1 ED 286 559
Legal Issues in Minimum Competency Testing. ERIC Digest.
3p. 1mf. L1 ED 286 942
Error of Measurement
Estimating the Reliability of Dynamic Variables Requiring Rater Judgment: A Generalizability Paradigm.
23p. 1mf. L1 ED 286 902
Error Patterns
Experiments on Learning by Back Propagation.
54p. 1mf. L1 ED 286 930
Esperanto
Language Problem in Science and the Role of the International Language Esperanto. Esperanto Documents 38 A.
14p. 1mf. L1 ED 286 370
Essay Tests
Assessing Writing Skill. Research Monograph No. 11.
138p. 2mf. L2 ED 286 920
Effects of Time Limits on the Quality of Student-Written Essays. Revised.
20p. 1mf. L1 ED 286 936
Estimation (Mathematics)
Math Space Mission. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project.
322p. 4mf. L2 ED 286 719
Measuring Computational Estimation Processes.
45p. 1mf. L1 ED 286 929
Quincy Market. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project.
205p. 3mf. L2 ED 286 721
Ethical Instruction
"Other Voices" in Contemporary Ethical Dilemmas: The Value of the New Scholarship on Women in the Teaching of Ethics.
34p. 1mf. L1 ED 286 781
Ethics
"Other Voices" in Contemporary Ethical Dilemmas: The Value of the New Scholarship on Women in the Teaching of Ethics.
34p. 1mf. L1 ED 286 781
Model Code of Ethics for the Use of Computers in Education.
21p. 1mf. L1 ED 286 461
Report of the Proceedings of the Conference on the Future World of Work (St. Louis, Missouri, October 12, 1984).
92p. 1mf. L1 ED 285 984
Ethnic Groups
Asian American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
50p. 1mf. L2 ED 286 971
FE Can Really Change Your Life. The Experience of Afro-Caribbean and Asian Students in Further Education. An Occasional Paper.
47p. 1mf. L1 ED 286 050
Racial Intolerance: A Child's Perspective. Foundation for Child and Youth Studies Selected Papers Number 48.
18p. 1mf. L1 ED 286 578
Ethnic Origins
Revelation in a Public Library: Reflections on Ethnicity and Teaching.
8p. 1mf. L1 ED 286 505
Ethnic Studies
Cultural Pluralism and the Schools: Theoretical Implications for the Promotion of Cultural Pluralism.
40p. 1mf. L1 ED 286 791
Ethnicity
Revelation in a Public Library: Reflections on Ethnicity and Teaching.
8p. 1mf. L1 ED 286 505
Summary of Program Evaluation Results: 1985-1986 School Year Pre-Kindergarten Educational Program.
86p. 1mf. L1 ED 286 593
Ethnography
Ethnography and School Improvement Research: Analyzing Metaphoric Language in the Interpretation of Instructional Leadership.
33p. 1mf. L1 ED 286 281
Etiology
Alcoholism as a Discrete Personality Variable: Implications for its Heritability and Treatment.
17p. 1mf. L1 ED 286 121
Etiquette
Mahlzeit! (Enjoy Your Meal!) German Table Manners, Menus, and Eating Establishments.
19p. 1mf. L1 ED 286 356
Visitors Abroad.
9p. 1mf. L1 ED 286 361
Etymology
Studies on Language Change. Working Papers in Linguistics No. 34.
171p. 2mf. L1 ED 286 382
Europe (East)
Soviet Union and Eastern Europe: A Teachers' Guide.
36p. 1mf. L1 ED 286 782
Evaluation
Connecticut Special Education Network for Software Evaluation (ConnSENSE).
7p. 1mf. L1 ED 286 319
Values and Affectivity from a Piagetian Point of View.
66p. 1mf. L1 ED 286 596
Evaluation Criteria
Archival Appraisal of Sound Recordings and Related Materials: A RAMP Study with Guidelines.
98p. 2mf. L2 ED 286 538
Auditing Training and Development. Training and Development Research Center. Project Number Nineteen.
20p. 1mf. L1 ED 286 037
Complexities in the Evaluation of Principals: The Relationship between Satisfaction with Evaluation Processes, Criteria, and Sources of Information.
31p. 1mf. L1 ED 286 276
Criteria for Excellence for School Library Programs.
11p. 1mf. L1 ED 286 504
Evolving Aesthetic Criteria for Computer Generated Art: A Delphi Study.
92p. 1mf. L1 ED 286 462
Experts' Consultation on the Application of the International Standard Classification of Education to Programmes of Education at the Third Level in Countries of the Europe Region (Bucharest, Romania, May 11-13, 1987).
17p. 1mf. L1 ED 286 406
In a Position to Judge: The AACSB and the Issue of Business Administration Transfer.
12p. 1mf. L1 ED 286 542
Latent-Variable Causal Model of Faculty Reputational Ratings.
16p. 1mf. L1 ED 286 928
Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1987-88 Edition.
127p. mf. L3 ED 286 471
Recommended English Language Arts Curriculum Guides, K-12, 1987.
34p. 1mf. L1 ED 286 204
Right Achievement Test Makes Sense of Your Curriculum Development.
9p. 1mf. L1 ED 286 898
School and College Competency Testing Programs: Perceptions and Effects on the Black Students in Louisiana and North Carolina.
322p. 4mf. L1 ED 286 960
Software Evaluation: How to Winnow the Wheat from the Chaff.
6p. 1mf. L1 ED 286 494
Stock Approach to Value Debate.
14p. 1mf. L1 ED 286 229
Understanding Charts and Graphs. Technical Report #8.
94p. 1mf. L1 ED 286 495
Evaluation Methods
Auditing Training and Development. Training and Development Research Center. Project Number Nineteen.
20p. 1mf. L1 ED 286 037
Buddy System: A Step toward More Reliable Grading.
13p. 1mf. L1 ED 286 201
Complexities in the Evaluation of Principals: The Relationship between Satisfaction with Evaluation Processes, Criteria, and Sources of Information.
31p. 1mf. L1 ED 286 276
Evaluation of College Level Coursework for Gifted Adolescents: An Investigation of Epistemological Stance, Knowledge Gain and Generalization.
13p. 1mf. L1 ED 286 910
Evaluation of the Dade-Monroe Multiagency Network for Severely Emotionally Disturbed Students.
65p. 1mf. L1 ED 286 338
Evaluation Technique and Program Efficiency Measures: Statistical Derivations for the Regression Discontinuity Design.
22p. 1mf. L1 ED 286 895
Examination of the Concept and Role of Program Monitoring and Evaluation.
18p. 1mf. L1 ED 286 927
Literacy Needs Assessment or LNA. A Tool for Assessing the Literacy Needs of a Local Community.
29p. 1mf. L1 ED 285 973
Model for Evaluating Art Education Programs.
48p. 1mf. L1 ED 286 916
Networking Evaluation: A Creative Approach to Assessment.
8p. 1mf. L1 ED 286 917
Understanding Charts and Graphs. Technical Report #8.
94p. 1mf. L1 ED 286 495
Evaluation Problems
Emerging with Honour from a Dilemma Inherent in the Validation of Educational Achievement Measures.
9p. 1mf. L1 ED 286 904
Evaluation Utilization
Evaluation Technique and Program Efficiency Measures: Statistical Derivations for the Regression Discontinuity Design.
22p. 1mf. L1 ED 286 895
Evolution
Values and Affectivity from a Piagetian Point of View.
66p. 1mf. L1 ED 286 596
Excellence in Education
Effective Education: A Minority Policy Perspective. Contributions to the Study of Education, Number 20.
140p. mf. L3 ED 286 964
Reaching Beyond Our Limitations: An Interview with Rev. Floyd H. Flake, Member, U.S. House of Representatives, Founder, Allen Christian School.
5p. 1mf. L1 ED 286 982
School and College Competency Testing Programs: Perceptions and Effects on the Black Students in Louisiana and North Carolina.
322p. 4mf. L1 ED 286 960
Teacher Education in the United States: Challenge for the Future.
16p. 1mf. L1 ED 286 826
Exercise
If I Knew Then What I Know Now--Exercise Cautions.
10p. 1mf. L1 ED 286 825
Exercise Physiology
If I Knew Then What I Know Now--Exercise Cautions.
10p. 1mf. L1 ED 286 825
Rowing Physiology.
74p. 1mf. L1 ED 286 844
Expectation
Treating the Aging Family: Demystifying Dysfunctional Role Expectations.
19p. 1mf. L1 ED 286 089
Working Parents' Expectations and Perceptions of Their Young Children.
13p. 1mf. L1 ED 286 615
Expenditure per Student
Fiscal Indicators for Postsecondary Education in New York State, 1980-81 through 1984-85.
67p. 1mf. L1 ED 286 427
Experiential Learning
Caring: A Guide for 4-H Leaders and 4-H Club Members in 4-H Community Development Projects.
101p. 2mf. L2 ED 286 641
Children Come First.
17p. 1mf. L1 ED 286 652
Ethnography and School Improvement Research: Analyzing Metaphoric Language in the Interpretation of Instructional Leadership.
33p. 1mf. L1 ED 286 281
Selected Topics in Peace Corps Training.
14p. 1mf. L1 ED 286 667
Staff Development Project--Mathematics. Grades K-6. Revision.
450p. 5mf. L1 ED 286 725
Vocational Agriculture: A Unique Program That Should Be Retained. A Position Paper.
12p. 1mf. L1 ED 286 030
Experimental Schools
Six School Complex: A Successful Innovation in Washington, D.C.'s Public Schools.
232p. mf. L3 ED 286 984
Expertise
Age and Sex Differences in Choice of Consultant for Various Types of Problems.
40p. 1mf. L1 ED 286 639
Competence, Expertise, and Accountability: Classical Foundations of the Cult of Expertise.
26p. 1mf. L1 ED 286 216
On-Line Representation of a Clinical Case and the Development of Expertise.
25p. 1mf. L1 ED 286 527
Expository Writing
From Self to World: An Exploratory Approach to Writing across the Curriculum.
36p. 1mf. L1 ED 286 208
Student Performance across the Domain of School Writing.
16p. 1mf. L1 ED 286 194
Expressive Language
Examination of Expressive Functions in a Constructivist Model of Written Composing.
50p. 1mf. L1 ED 286 172
Integrating Communication, Computer Access, Environmental Control & Mobility.
9p. 1mf. L1 ED 286 317
Relation of Infant Vision to Early Cognitive and Language Status.
50p. 1mf. L1 ED 286 294
Expressive Writing
Examination of Expressive Functions in a Constructivist Model of Written Composing.
50p. 1mf. L1 ED 286 172
Extended Caution Index
Effect of Poor Fitting Items on the Distributions of Extended Caution Indices.
29p. 1mf. L1 ED 286 885
Extended Opportunity Programs and Services
Profile of EOPS: Report of the 1986-87 Operational Program Reviews.
100p. 2mf. L1 ED 286 561
Extension Agents
Preparing Change Agents for Change Agent Roles.
12p. 1mf. L1 ED 286 666
Extension Education
Extension Education Impacts of Farming Systems Research in Lesotho.
363p. 4mf. L2 ED 285 975
Farm Crisis Response: Extension and Research Activities in the North Central Region.
73p. 1mf. L1 ED 286 706
Extracurricular Activities
Student Activity Fee Primer: Current Research on Collection, Control and Allocation.
64p. mf. L3 ED 286 431
Student Fees: The Politics of Funding Recreation Facilities.
28p. 1mf. L1 ED 286 433
Eye Fixations
Eye Movement Control during Reading: I. The Location of Initial Eye Fixations on Words. Technical Report No. 406.
23p. 1mf. L1 ED 286 166
Eye Movements
Asymmetries in the Control of Saccadic Eye Movements to Bifurcating Targets.
22p. 1mf. L1 ED 286 905
Eye Movement Control during Reading: I. The Location of Initial Eye Fixations on Words. Technical Report No. 406.
23p. 1mf. L1 ED 286 166
Facial Expressions
Interpreting Contradictory Communications.
10p. 1mf. L1 ED 286 582
Facilitators
Facilitator's Guide to Staff Training for the Rural America Series. Module 1: Understanding the Need. Research and Development Series No. 149B.
63p. 1mf. L1 ED 286 673
Facilitator's Guide to Staff Training for the Rural America Series. Introduction. Research and Development Series No. 149A.
21p. 1mf. L1 ED 286 672
Facilitator's Guide to Staff Training for the Rural America Series. Module V: Resources. Research and Development Series No. 149F.
36p. 1mf. L1 ED 286 677
Facilitator's Guide to Staff Training for the Rural America Series. Module IV: Behavioral and Program Objectives. Research and Development Series No. 149E.
46p. 1mf. L1 ED 286 676
Facilitator's Guide to Staff Training for the Rural America Series. Module III: Needs Assessment. Research and Development Series No. 149D.
54p. 1mf. L1 ED 286 675
Facilitator's Guide to Staff Training for the Rural America Series. Module II: Initial Planning. Research and Development Series No. 149C.
52p. 1mf. L1 ED 286 674
Facilitator's Guide to Staff Training for the Rural America Series. Module IX: Staff Development. Research and Development Series No. 149J.
29p. 1mf. L1 ED 286 681
Facilitator's Guide to Staff Training for the Rural America Series. Module VIII: Placement. Research and Development Series No. 149I.
30p. 1mf. L1 ED 286 680
Facilitator's Guide to Staff Training for the Rural America Series. Module VII. Counseling. Research and Development Series No. 149H.
50p. 1mf. L1 ED 286 679
Facilitator's Guide to Staff Training for the Rural America Series. Module VI: Career Guidance Practices. Research and Development Series No. 149G.
34p. 1mf. L1 ED 286 678
Facilitator's Guide to Staff Training for the Rural America Series. Module XIII: Cooperative Agreements with Business, Industry and Labor. Research and Development Series No. 149N.
42p. 1mf. L1 ED 286 685
Facilitator's Guide to Staff Training for the Rural America Series. Module XII: Evaluation. Research and Development Series No. 149M.
44p. 1mf. L1 ED 286 684
Facilitator's Guide to Staff Training for the Rural America Series. Module XI: Community Perspectives. Research and Development Series No. 149L.
34p. 1mf. L1 ED 286 683
Facilitator's Guide to Staff Training for the Rural America Module X: Community Relations and Involvement. Research and Development Series No. 149K.
28p. 1mf. L1 ED 286 682
Facilitator's Guide to Staff Training for the Rural America Series. Transparency Masters, Modules I-XIV. Research and Development Series No. 149R.
102p. 2mf. L1 ED 286 689
Facilitator's Guide to Staff Training for the Rural America Series. Participant Materials, Modules I-XIV. Research and Development Series No. 149Q.
171p. 2mf. L1 ED 286 688
Facilitator's Guide to Staff Training for the Rural America Series. Appendix A: Evaluation Procedures and Multiple Day Workshop Questionnaire. Research and Development Series No. 149P.
43p. 1mf. L1 ED 286 687
Facilitator's Guide to Staff Training for the Rural America Series. Module XIV: Case Studies. Research and Development Series No. 149O.
40p. 1mf. L1 ED 286 686
Faculty College Relationship
Collective Communications: A Prescription for Success.
14p. 1mf. L1 ED 286 257
Faculty Development
Focus on Faculty: A Report on Professional Development at Niagara County Community College 1985-86.
23p. 1mf. L1 ED 286 570
Perspective of the Future Development of Distance Higher Education in Korea. Proceedings of a Symposium (4th, Seoul, Korea, December 12, 1986).
147p. 2mf. L1 ED 286 489
Practices in Higher Education Personnel Development in Nigeria: Professional Imperatives for the Future.
23p. 1mf. L1 ED 286 827
Social History: A Summer Institute for High School United States History Teachers (Charlottesville, Virginia, June 13-27, 1983).
18p. 1mf. L1 ED 286 816
Faculty Evaluation
Agreement between the Board of Regents of Higher Education and the Massachusetts Teachers Association/NEA, State Colleges of Massachusetts, April 23, 1977-June 30, 1989.
374p. 4mf. L1 ED 286 438
Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association, 1986-1989.
66p. 1mf. L1 ED 286 447
Faculty Integration
Inner-County Boundary Adjustments Pull Nearly all Schools within Guidelines 1986-87: Percentage of Black Teachers Unchanged, but Number Up; No Black Football and Basketball Coaches at Four Schools, Few Whites at Formerly-Black Schools.
56p. 1mf. L2 ED 286 953
Record 14 Fayette County Schools Assigned over 30 Percent Black Students 1986-87. Black Teachers Fall to Nine-Year Low of 187; Two Black Administrators Added.
72p. 1mf. L2 ED 286 952
Fairness
Conception of Preconventional Morality: Some Further Doubts.
28p. 1mf. L1 ED 286 602
Familiarity
Age and Sex Differences in Choice of Consultant for Various Types of Problems.
40p. 1mf. L1 ED 286 639
Effects of Familiarity on the Success of Children's Help-Seeking.
21p. 1mf. L1 ED 286 640
Family (Sociological Unit)
Creating a Database for Demographic Research: A Case Study.
14p. 1mf. L1 ED 286 908
People Extra: North Dakota and United States Situational Issues Related to and Influences upon--Families (Single Persons, Single Parents, Parent-Child, Married).
31p. 1mf. L1 ED 286 595
Stewart B. McKinney Homeless Assistance Act. Conference Report To Accompany H.R. 558. House of Representatives, 100th Congress, 1st Session.
109p. 2mf. L1 ED 286 117
Family Characteristics
Creating a Database for Demographic Research: A Case Study.
14p. 1mf. L1 ED 286 908
Hispanic Population in the United States: March 1986 and 1987 (Advance Report).
17p. 1mf. L1 ED 286 696
Family Counseling
Treating the Aging Family: Demystifying Dysfunctional Role Expectations.
19p. 1mf. L1 ED 286 089
Family Day Care
Child Care Food Program and Family Day Care: A How-To Manual.
110p. 2mf. L1 ED 286 632
Child Care Notebook. Revised.
78p. 1mf. L2 ED 286 644
Circle Time Curriculum Activities Around the Clock for Home-Based and Center-Based Infant/Toddler Child Care.
135p. 2mf. L2 ED 286 608
Family Day Care: An Option for Rural Communities.
80p. 1mf. L1 ED 286 631
Iowa Family Day Care Handbook. 3rd Edition.
215p. 3mf. L1 ED 286 603
Family Environment
Effect of Microcomputers in the Home on Computer Literacy Test Scores.
26p. 1mf. L1 ED 286 491
Home Environment Factors as Predictors of Child Adjustment in Mother-Employed Households: Results of a Nationwide Study.
26p. 1mf. L1 ED 286 581
Longitudinal Study of Maternal Psychosocial Characteristics and Child School Adaptation.
15p. 1mf. L1 ED 286 628
Parental Influence and Involvement on Reading Achievement.
13p. 1mf. L1 ED 286 150
Family History
Amityville: An Overview.
116p. 2mf. L1 ED 286 790
What Do You Know About Your Own Personal History?
39p. 1mf. L1 ED 286 787
Family Influence
Effect of Microcomputers in the Home on Computer Literacy Test Scores.
26p. 1mf. L1 ED 286 491
Home Environment Factors as Predictors of Child Adjustment in Mother-Employed Households: Results of a Nationwide Study.
26p. 1mf. L1 ED 286 581
Family Life
Homemaking Practices and Evening Meals in Married and Separated Families with Young Children.
27p. 1mf. L1 ED 286 604
People Extra: North Dakota and United States Situational Issues Related to and Influences upon--Families (Single Persons, Single Parents, Parent-Child, Married).
31p. 1mf. L1 ED 286 595
Family Life Education
Family Living Including Sex Education: Grades K Through 12. Third Edition.
267p. 3mf. L2 ED 286 127
Family Living Including Sex Education: Supplementary Material Related to Helping Children Protect Themselves from Sexual Abuse.
27p. 1mf. L2 ED 286 129
Family Living Including Sex Education: Supplementary Material Related to AIDS.
27p. 1mf. L2 ED 286 128
Review of Computer Software for Home Economics.
53p. 1mf. L1 ED 285 987
Family Mobility
Social and Economic Significance of Human Migration in the Western Region. Bulletin 859.
36p. 1mf. L1 ED 286 669
Family Problems
Crisis in Homelessness: Effects on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
245p. 3mf. L1 ED 286 116
Families and Aging: Resources for Individuals and Groups.
16p. 1mf. L1 ED 286 137
Keeping Healthy During Stressful Times. A Guide for 4-H Community Club Leaders.
15p. 1mf. L1 ED 286 095
Therapeutic Services for Hispanic Families in Transition.
9p. 1mf. L1 ED 286 145
Working with Single-Parent Families: A Manual for Conducting Workshops with Single Parents. A Facilitator's Guide.
293p. 4mf. L2 ED 286 616
Family Relationship
Biomedical Techniques for Post Head Trauma Victims.
6p. 1mf. L1 ED 286 330
Coping with Conflicts: Leader's Guide.
104p. 2mf. L1 ED 286 096
Coping with Conflicts: Participant's Workbook.
57p. 1mf. L1 ED 286 097

(Continued)

Family Relationship *(Continued)*

Treating the Aging Family: Demystifying Dysfunctional Role Expectations. 19p. 1mf. L1 ED 286 089

Family Role

Children at Risk: Roadblocks to Achieving Potential. Eliminating the Barriers. 26p. 1mf. L1 ED 286 981

Race Relations and Adolescents: Coping with New Realities. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session. 106p. 2mf. L1 ED 286 957

Fantasy

Fantasy, Lies and Imaginary Companions. Foundation for Child and Youth Studies Selected Papers Number 45. 22p. 1mf. L1 ED 286 580

Machine Dreams: Computers in the Fantasies of Young Adults. 68p. 1mf. L1 ED 286 493

Farm Crisis

Farm Crisis Response: Extension and Research Activities in the North Central Region. 73p. 1mf. L1 ED 286 706

Farmers

Farm Crisis Response: Extension and Research Activities in the North Central Region. 73p. 1mf. L1 ED 286 706

Father Attitudes

Infancy to Age Five: Predicting Fathers' Involvement. 14p. 1mf. L1 ED 286 612

Fatherless Family

Homemaking Practices and Evening Meals in Married and Separated Families with Young Children. 27p. 1mf. L1 ED 286 604

Fathers

Infancy to Age Five: Predicting Fathers' Involvement. 14p. 1mf. L1 ED 286 612

Federal Aid

Asbestos: From Beginning to End. 21p. 1mf. L1 ED 286 279

College Cost Book, 1986-87. Seventh Edition. 310p. 4mf. L2 ED 286 385

Federal R & D Funding by Budget Function. Fiscal Years 1986-88. 103p. 2mf. L1 ED 286 729

Higher Education Act of 1965 as Amended through P.L. 97-301. Recommendations for Reauthorization. 54p. 1mf. L1 ED 286 425

Improving the Education Status of Native Hawaiians, and For Other Purposes. Report from the Select Committee on Indian Affairs (To Accompany S. 360). 100th Congress, 1st Session. 27p. 1mf. L1 ED 286 955

Stewart B. McKinney Homeless Assistance Act. Conference Report To Accompany H.R. 558. House of Representatives, 100th Congress, 1st Session. 109p. 2mf. L1 ED 286 117

Federal Budget

Federal R & D Funding by Budget Function. Fiscal Years 1986-88. 103p. 2mf. L1 ED 286 729

Federal Government

Classroom Presents the Constitution of the United States: A Story for Elementary School Children, and Materials for a Classroom Presentation of the Constitution of the United States: Script, Props, and Activities for Elementary School Children. 167p. 2mf. L2 ED 286 808

Proceedings of the Symposium on Public Access to Federal Government Information (Salt Lake City, Utah, February 7, 1986). 83p. 1mf. L1 ED 286 516

Federal Indian Relationship

OTA Study on Indian Health Care. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, Second Session (February 20, 1986). 59p. 1mf. L1 ED 286 699

Federal Legislation

CEC/NAPSEC Task Force To Develop Guidelines for Effective Cooperation between Public and Private Schools in Meeting Legal and Professional Responsibilities for the Education of Children with Disabilities. 17p. 1mf. L1 ED 286 307

Creating Least Restrictive Learning Environments: A Guide for Mainstreaming. Curriculum Bulletin, 1977-78 Series, No. 10. 179p. 2mf. L2 ED 286 336

Higher Education Act of 1965 as Amended through P.L. 97-301. Recommendations for Reauthorization. 54p. 1mf. L1 ED 286 425

Higher Education Amendments of 1986. Conference Report to Accompany S. 1965. House of Representatives, 99th Congress, 2nd Session. 478p. 5mf. L1 ED 286 421

Needs Assessment Study of Vocational, Technical, and High Skills Education Programs 1986-1987. 141p. 2mf. L1 ED 286 065

Nursing Shortage Reduction Act of 1987. Report to Accompany S. 1402. Senate, 100th Congress, 1st Session. 15p. 1mf. L1 ED 286 422

South Carolina Administrative Provisions for Vocational Education. Fiscal Year 1988. 108p. 2mf. L1 ED 286 073

Stewart B. McKinney Homeless Assistance Act. Conference Report To Accompany H.R. 558. House of Representatives, 100th Congress, 1st Session. 109p. 2mf. L1 ED 286 117

Welfare Eligibility: Deficit Reduction Act Income Verification Issues. Fact Sheet for the Ranking Minority Member, Subcommittee on Oversight of Government Management, Committee on Governmental Affairs, United States Senate. 97p. 2mf. L1 ED 286 990

Federal Programs

Annual Report of the Librarian of Congress, 1986. For the Fiscal Year Ending September 30, 1986. 234p. 3mf. L1 ED 286 534

Assessment of the Federal Initiative in the Area of Adult Literacy. Staff Report of the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, U.S. House of Representatives, One-Hundredth Congress. 11p. 1mf. L1 ED 286 072

Chapter ONe Program in Community High School District #218: A Third Party Evaluation. 86p. 1mf. L1 ED 286 948

Comprehensive Child Development Centers Act. Report from the Committee on Labor and Human Resources (To Accompany S. 1542). 100th Congress, 1st Session. 15p. 1mf. L1 ED 286 985

Description of Immersion Strategy Programs in the United States. 102p. 2mf. L1 ED 286 352

Evaluation of the 1983-84 ECIA, Chapter II Computer Education Project. 14p. 1mf. L1 ED 286 484

Job Training Partnership Act. Summer Youth Programs Increase Emphasis on Education. Briefing Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, United States Senate. 61p. 1mf. L1 ED 286 048

Poverty, Income Distribution, the Family and Public Policy: A Study Prepared for the Use of the Subcommittee on Trade, Productivity, and Economic Growth of the Joint Economic Committee, Congress of the United States, 99th Congress, 2nd Session. 133p. 2mf. L1 ED 286 988

Towards a National Policy for Undergraduate Science Education: With the Recommendations of the National Higher Education Associations' Task Force. ACE Special Report. 30p. 1mf. L1 ED 286 384

Federal Regulation

Proceedings of the Symposium on Public Access to Federal Government Information (Salt Lake City, Utah, February 7, 1986). 83p. 1mf. L1 ED 286 516

Federal State Relationship

Origins and Outcomes: An Essay on the History of Student Aid in California. The Eureka Project: A Review of Student Financial Aid in California. 48p. 1mf. L1 ED 286 396

South Carolina Administrative Provisions for Vocational Education. Fiscal Year 1988. 108p. 2mf. L1 ED 286 073

Wyatt v. Stickney: A Consent Decree. 23p. 1mf. L1 ED 286 314

Feedback

Experiments on Learning by Back Propagation. 54p. 1mf. L1 ED 286 930

Measurement of Information-Based Complexity in Listening. 25p. 1mf. L1 ED 286 250

Fees

Student Activity Fee Primer: Current Research on Collection, Control and Allocation. 64p. mf. L3 ED 286 431

Student Fees: The Politics of Funding Recreation Facilities. 28p. 1mf. L1 ED 286 433

Fellowships

Institute of International Education 1986 Annual Report. 73p. 1mf. L1 ED 286 409

Females

Early Childhood Teachers' Affectionate Behavior: Differential Expression to Female Children, Male Children, and Groups of Children. 32p. 1mf. L1 ED 286 645

Examination of the Sex-Role and Occupational-Role Presentations of Female Characters in Award-Winning Children's Picture Books. 31p. 1mf. L1 ED 286 225

Feminist Newspapers 1970-1980: An Index to Holdings in the Lake Forest College Library. 82p. 1mf. L1 ED 286 775

Firearms Training Systems for Females. Final Report from July 1, 1986 to June 30, 1987. 76p. 1mf. L1 ED 285 990

Higher Education Today: Facts in Brief. 60p. 1mf. L2 ED 286 390

Identifying Anglo, Mexican American and American Indian Respondents for a Study of Recent Widows: Suggestions for Future Researchers. Working Paper No. 23. 19p. 1mf. L1 ED 286 668

Male-Female Differences in Work Experience, Occupation, and Earnings: 1984. Data from the Survey of Income and Program Participation. 49p. 1mf. L1 ED 286 070

Motor Performance of Women as a Function of Age and Physical Activity Level. 20p. 1mf. L1 ED 286 871

On Campus with Women. Spring 1987 and Summer 1987. 26p. 1mf. L1 ED 286 408

Plan for Minority and Women Business Enterprise Contract Participation and Authorization To Amend Plan. 44p. 1mf. L1 ED 286 947

Sources for Women's History in the Microtext Department of the Sterling C. Evans Library at Texas A&M University. Volume I and Volume II. 83p. 1mf. L1 ED 286 530

Women in Sport--The Beat Goes On. The Colorado Model: Addressing the Declining Number of Women Leaders in Sport. 7p. 1mf. L1 ED 286 824

Feminism

"When God Is Manly, All Men Are God-Like": A Rhetorical Analysis of the Protestant Christian Feminist Movement. 26p. 1mf. L1 ED 286 215

Feminist Newspapers 1970-1980: An Index to Holdings in the Lake Forest College Library. 82p. 1mf. L1 ED 286 775

Sources for Women's History in the Microtext Department of the Sterling C. Evans Library at Texas A&M University. Volume I and Volume II. 83p. 1mf. L1 ED 286 530

Uncomfortable Marriage: Evangelism and Feminism's Fight against "Dirty Books." 17p. 1mf. L1 ED 286 241

Feminist Scholarship

"When God Is Manly, All Men Are God-Like": A Rhetorical Analysis of the Protestant Christian Feminist Movement. 26p. 1mf. L1 ED 286 215

Fibers

Adjustments Needed in Vocational Agriculture Programs To Meet the Employment Needs of the Food and Fiber System in the Next Decade. A Position Paper. 7p. 1mf. L1 ED 286 031

Field Experience Programs

Analysis of Contemporary Trends in Practical Preparation Experiences in Teacher Education. 19p. 1mf. L1 ED 286 874

Field Based Model for Delivery of Preservice and Inservice Training for International School District Personnel in Remote Areas. 10p. 1mf. L1 ED 286 837

Look at the Rationale for Practicality in Teacher Education. 11p. 1mf. L1 ED 286 876

Field Instruction

Cognitive Learning in the Environment: Secondary Students. ERIC/SMEAC Environmental Education Digest No. 1, 1987. 3p. 1mf. L1 ED 286 756

Figurative Language

Ethnography and School Improvement Research: Analyzing Metaphoric Language in the Interpretation of Instructional Leadership. 33p. 1mf. L1 ED 286 281

Examination of Expressive Functions in a Constructivist Model of Written Composing. 50p. 1mf. L1 ED 286 172

Film Criticism

Eighties' Film Noir: An Analysis of the Use of the "Double" in "Miami Vice's" Second and Third Seasons. 29p. 1mf. L1 ED 286 226

Film Noir

Eighties' Film Noir: An Analysis of the Use of the "Double" in "Miami Vice's" Second and Third Seasons. 29p. 1mf. L1 ED 286 226

Films

Hollywood Films as a Teaching Tool. 6p. 1mf. L1 ED 286 815

Financial Policy

College Costs and Student Aid. 10p. 1mf. L1 ED 286 424

Origins and Outcomes: An Essay on the History of Student Aid in California. The Eureka Project: A Review of Student Financial Aid in California. 48p. 1mf. L1 ED 286 396

Student Activity Fee Primer: Current Research on Collection, Control and Allocation. 64p. mf. L3 ED 286 431

Financial Problems

Consumer Issues: Credit Usage, Money Management, and Bankruptcy. 9p. 1mf. L1 ED 286 075

Financial Reports

Celebrations: American Camping Association Annual Report 1986. 17p. 1mf. L1 ED 286 670

Financial Support

Appalachian Regional Commission: 1986 Annual Report. 112p. 2mf. L1 ED 286 695

Child Care Food Program and Family Day Care: A How-To Manual. 110p. 2mf. L1 ED 286 632

Day Care for Children in Denmark, Norway and Sweden. 144p. 2mf. L1 ED 286 658

Federal R & D Funding by Budget Function. Fiscal Years 1986-88. 103p. 2mf. L1 ED 286 729

Library Staffing Needs in the California State University. A Report of the Task Force on Library Staffing. 143p. 2mf. L1 ED 286 500

Finnish

Finnish Particle Clitics and General Clitic Theory. Working Papers in Linguistics No. 33. 171p. 2mf. L1 ED 286 381

Firearms

Firearms Training Systems for Females. Final Report from July 1, 1986 to June 30, 1987. 76p. 1mf. L1 ED 285 990

Florida

Superstars II, Intermediate. A Standards of Excellence Curriculum Project for Intermediate-Level Students. 267p. 3mf. L1 ED 286 740

Superstars II, Primary. A Standards of Excellence Curriculum Project for Primary-Level Students. 337p. 4mf. L1 ED 286 739

Support for Maintaining Independence in the Elderly--Future Requirements and Solutions: Florida's TEACH Demonstration Project--Home-Based, Case Management Services to the Medically Dependent Elderly and Their Caregivers--What We Hope To Learn. 24p. 1mf. L1 ED 286 114

VA and HRS Local Coordination of Florida's Home-Based Services to the Elderly. 26p. 1mf. L1 ED 286 113

Young Adult Services Manual. 83p. 1mf. L1 ED 286 508

Folk Culture

Asian American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series. 50p. 1mf. L2 ED 286 971

China: A Teaching Unit for Primary Grades. 95p. 1mf. L2 ED 286 804

Volkstanze (Folk Dances). 27p. 1mf. L2 ED 286 362

World Full of Stories. An Annotated Bibliography of Folk Literature. Traditional Literature and Folklore in Library and Storytelling Programs. 158p. 2mf. L1 ED 286 531

Food

Adjustments Needed in Vocational Agriculture Programs To Meet the Employment Needs of the Food and Fiber System in the Next Decade. A Position Paper. 7p. 1mf. L1 ED 286 031

World Food Day Curriculum, Grades K-3. 21p. 1mf. L2 ED 286 792

World Food Day Curriculum, Grades 4-7. 25p. 1mf. L2 ED 286 793

World Food Day: Curriculum, Grades 8-12. 28p. 1mf. L2 ED 286 794

Food Service

Child Care Food Program and Family Day Care: A How-To Manual. 110p. 2mf. L1 ED 286 632

Food Stamp Program

Food Stamp Program: Results of the Simplified Application Demonstration Project. Report to the Chairman, Committee on Agriculture, Nutrition, and Forestry, U.S. Senate. 22p. 1mf. L1 ED 286 989

Foods Instruction

Review of Computer Software for Home Economics. 53p. 1mf. L1 ED 285 987

Foreign Countries

Day Care for Children in Denmark, Norway and Sweden. 144p. 2mf. L1 ED 286 658

Driver Training in the Federal Republic of Germany. Support Material and Test Pamphlets. 87p. 1mf. L1 ED 286 363

Education and the Law. 64p. mf. L3 ED 286 255

Effectiveness of Selective and Non-Selective Schools: An Experiment of Nature. 34p. 1mf. L1 ED 286 266

Enrollment Expansion in Postwar Japan. International Publication Series No. 1. 122p. 2mf. L2 ED 286 273

Functional Opportunities of the School Administration in Municipalities with Local Agencies and Free Municipality Experiments. 11p. 1mf. L1 ED 286 289

Making the Connection. The Adult Education Movement and the 4th Unesco Conference. 38p. 1mf. L2 ED 286 008

Multicultural Education. 351p. 4mf. L1 ED 286 991

Outward Efficiency of Schools. 12p. 1mf. L1 ED 286 290

Second International Mathematics Study; Longitudinal. Classroom Process Surveys for Population A: Students, Teachers, and Schools, 1981-1982 machine-readable data file . 193p. 3mf. L3 ED 286 769

Sociology, Education and Schools: An Introduction to the Sociology of Education. 273p. mf. L3 ED 286 963

Swedish in Upper Secondary School--Two Worlds? 9p. 1mf. L1 ED 286 291

Teaching Mathematics 5 to 11. 151p. mf. L3 ED 286 726

Technological Literacy. A Common Essential Learning for Saskatchewan Students. 68p. 1mf. L1 ED 286 737

United Nations Environment Programme. Annual Report of the Executive Director, 1985. 264p. 3mf. L1 ED 286 710

Foreign Policy

American History and National Security: Supplementary Lessons for High School Courses. 222p. 3mf. L2 ED 286 809

American Students' Perceptions of American Foreign Policy. 6p. 1mf. L1 ED 286 817

Rhetorical Icon: Toward an Iconological Theory of U.S. Foreign Policy. 23p. 1mf. L1 ED 286 231

U.S.-Soviet Relations: Testing Gorbachev's "New Thinking." Current Policy No. 985. 7p. 1mf. L1 ED 286 807

Foreign Students

Library Research Guide for International Students. 76p. 1mf. L1 ED 286 524

Transferring Relevant Farm Technology to Students from Less Industrialized Countries. 18p. 1mf. L1 ED 286 665

Forestry

Social Sciences in Forestry. A Current Selected Bibliography and Index. No. 71. 102p. 2mf. L2 ED 286 718

Form Classes (Languages)

Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). University of Cape Town School of Librarianship Continuing Education Series Number 1. 222p. 3mf. L1 ED 286 383

Finnish Particle Clitics and General Clitic Theory. Working Papers in Linguistics No. 33. 171p. 2mf. L1 ED 286 381

Formative Evaluation

Examination of the Concept and Role of Program Monitoring and Evaluation. 18p. 1mf. L1 ED 286 927

Foundations of Education

Problems in Defending the Theoretical Dimension in Teacher Education. 9p. 1mf. L1 ED 286 877

France

Processing of Architects' Records. A Case-Study: France. 83p. 1mf. L2 ED 286 528

Freehand Drawing

Artistic Expression through Exposure to the Right Brain Mode and Corresponding Relationship to the Learning Disabled. 17p. 1mf. L1 ED 286 306

From General Theories to Specific Models: Successive Approximations to a Working-Memory Model of the Planning of Children's Drawings. 103p. 2mf. L1 ED 286 594

Freire (Paulo)

Freire for the Classroom: A Sourcebook for Liberatory Teaching. 237p. mf. L3 ED 286 159

French

L'Education et l'information juridiques dans un contexte bilingue. Etude exploratrice sur la comprehension populaire des lois (Legal Education and Information in a Bilingual Context. Exploratory Study on the Popular Understanding of Laws). 103p. 2mf. L1 ED 286 371

Student Achievement Study, 1970-1974. The IEA Six-Subject Data Bank machine-readable data file . 4p. 1mf. L3 ED 286 945

What Did She Say? Meaning in a Second Language Classroom. 18p. 1mf. L1 ED 286 353

Freshman Composition

Buddy System: A Step toward More Reliable Grading. 13p. 1mf. L1 ED 286 201

Entering a Discourse Community: Writing as a Mode of Learning in a Content Course. 21p. 1mf. L1 ED 286 210

Learning Disabled College Writers Project, Evaluation Report, 1985-86. 80p. 1mf. L1 ED 286 188

Talking into Writing: Exercises for Basic Writers. 69p. 1mf. L1 ED 286 200

Friendship

Friendship in the Context of Desegregated Schools in Israel. 51p. 1mf. L1 ED 286 968

Fulbright Exchange Program

Institute of International Education 1986 Annual Report. 73p. 1mf. L1 ED 286 409

Full Day Programs

Application of Mastery Learning Theory to Full- and Half-Day Kindergarten Research. 20p. 1mf. L1 ED 286 623

Functional Literacy

Adult Survival Skills Assessment. 32p. 1mf. L2 ED 286 047

Occupational Literacy and/or Literacy in the Workplace. 24p. 1mf. L1 ED 286 044

Functional Properties

Values and Affectivity from a Piagetian Point of View. 66p. 1mf. L1 ED 286 596

Functional Reading

Occupational Literacy and/or Literacy in the Workplace. 24p. 1mf. L1 ED 286 044

Fund Raising

Challenging the Future. The University Marketing Report, 1985. 339p. 4mf. L1 ED 286 395

Methods of Securing Alternative Funding for Community Colleges. ERIC Digest. 6p. 1mf. L1 ED 286 552

Fundamental Concepts

Essential Concepts, Skills and Attitudes for Grade 12. Second Draft. 26p. 1mf. L1 ED 286 869

Furniture Design

Innovation in Primary School Construction: Maldives Community Schools. Educational Building Report 12. 74p. 1mf. L2 ED 286 664

Fused Curriculum

Note on the Rise of the Corporate Mind in Composition Teaching. Revised. 10p. 1mf. L2 ED 286 207

Strengthening Academics in Vocational-Technical Education in Ohio. 32p. 1mf. L1 ED 286 078

Futures (of Society)

Into the Twenty-First Century: Comprehensive Planning for Secondary Vocational Education in New Jersey. 45p. 1mf. L1 ED 286 064

Open Portal Schools: The Real Impact of Computer-Based Education. 14p. 1mf. L1 ED 286 487

Report of the Proceedings of the Conference on the Future World of Work (St. Louis, Missouri, October 12, 1984). 92p. 1mf. L1 ED 285 984

Gambling

Preliminary Outcome Study of an Outpatient Treatment Program for Gamblers. 16p. 1mf. L1 ED 286 139

Gaze Patterns

Conceptual Development in Infancy: The Understanding of Containment. 13p. 1mf. L1 ED 286 584

Gender Constancy

Development of Sex Constancy: The Role of Language. 18p. 1mf. L1 ED 286 656

Gender Constancy: A Realistic Approach. 16p. 1mf. L1 ED 286 583

Genealogy

What Do You Know About Your Own Personal History? 39p. 1mf. L1 ED 286 787

General Academic Assessment

Student Assessment: Humanities. ERIC Digest. 3p. 1mf. L1 ED 286 553

Student Assessment: Literacy. ERIC Digest. 3p. 1mf. L1 ED 286 554

Student Assessment: Science. ERIC Digest. 3p. 1mf. L1 ED 286 555

Student Assessment: Social Science. ERIC Digest. 3p. 1mf. L1 ED 286 556

General Educational Development Tests

Job Corps GED Competencies Program Guide. ETA Handbook No. 324. 494p. 6mf. L1 ED 286 005

Generalizability Theory

Estimating the Reliability of Dynamic Variables Requiring Rater Judgment: A Generalizability Paradigm. 23p. 1mf. L1 ED 286 902

Generalization

Children's Awareness of Actions: Getting a Hand on Consciousness. 20p. 1mf. L1 ED 286 589

Evaluation of College Level Coursework for Gifted Adolescents: An Investigation of Epistemological Stance, Knowledge Gain and Generalization. 13p. 1mf. L1 ED 286 910

Generative Phonology

Some Aspects of Meitei Phonology. 24p. 1mf. L1 ED 286 374

Geography

China: A Teaching Unit for Primary Grades. 95p. 1mf. L2 ED 286 804

Geography Instruction

Evaluation of the 1985-86 ECIA, Chapter II Teaching Geographic Skills Project. 15p. 1mf. L1 ED 286 891

Geometric Concepts

Teaching of Grade 7 Geometric Concepts Using LOGO. 162p. 2mf. L1 ED 286 715

Georgia

Alternative Certification Program for Critical Teaching Fields. 183p. 2mf. L1 ED 286 730

German

Dr. Winkelmann Stories. Parts 1-6. 75p. 1mf. L2 ED 286 355

Bergsteigen in den Alpen (Mountain Climbing in the Alps). 6p. 1mf. L1 ED 286 358

Deutscher Fussball (German Football). 6p. 1mf. L1 ED 286 359

Driver Training in the Federal Republic of Germany. Support Material and Test Pamphlets. 87p. 1mf. L1 ED 286 363

Ein Ungluck Kommt Selten Allein (When It Rains, It Pours): Six Amusing Illustrations to Stimulate Classroom Conversation. 15p. 1mf. L1 ED 286 360

Ihr Ticket fur Munchen (Your Ticket to Munich). 21p. 1mf. L1 ED 286 357

Mahlzeit! (Enjoy Your Meal!) German Table Manners, Menus, and Eating Establishments. 19p. 1mf. L1 ED 286 356

Pennsylvania German Dialect: Past, Present, and Future. 124p. 2mf. L1 ED 286 354

Visitors Abroad. 9p. 1mf. L1 ED 286 361

Volkstanze (Folk Dances). 27p. 1mf. L2 ED 286 362

German (Swiss)

Pennsylvania German Dialect: Past, Present, and Future. 124p. 2mf. L1 ED 286 354

Germany

Mahlzeit! (Enjoy Your Meal!) German Table Manners, Menus, and Eating Establishments. 19p. 1mf. L1 ED 286 356

Visitors Abroad. 9p. 1mf. L1 ED 286 361

Gifted

Academic Self-Concept of Gifted and Average Achieving Students: A Two Year Study. 23p. 1mf. L1 ED 286 300

Global Approach

Global Issues: Activities and Resources for the High School Teacher. Second Edition. 115p. 2mf. L1 ED 286 810

Global Learning Teacher Education Manual: A Model Inservice or Graduate Course for Elementary and Secondary Teachers. 208p. 3mf. L2 ED 286 770

Intergovernmental Oceanographic Commission. Reports of Governing and Major Subsidiary Bodies. Fourteenth Session of the Assembly (Paris, 17 March-1 April 1987). 201p. 3mf. L2 ED 286 747

State of the Environment: Environment and Health 1986. United Nations Environment Programme. 99p. 2mf. L1 ED 286 711

Global Studies

Global Learning Teacher Education Manual: A Model Inservice or Graduate Course for Elementary and Secondary Teachers. 208p. 3mf. L2 ED 286 770

Goal Orientation

Hows and Whys of Studying: The Relationship of Goals to Strategies. 24p. 1mf. L1 ED 286 937

Sport Participants' Achievement Goal Orientations and Projected Reasons for Discontinuing Sport Participation. 12p. 1mf. L1 ED 286 846

Goodness of Fit

Effect of Poor Fitting Items on the Distributions of Extended Caution Indices. 29p. 1mf. L1 ED 286 885

Governing Boards

College Trustee Study machine-readable data file . 28p. 1mf. L3 ED 286 457

United Nations Environment Programme. Annual Report of the Executive Director, 1985. 264p. 3mf. L1 ED 286 710

Government Publications

Proceedings of the Symposium on Public Access to Federal Government Information (Salt Lake City, Utah, February 7, 1986). 83p. 1mf. L1 ED 286 516

Government Role

Child Abuse and Neglect in America: The Problem and the Response. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session. 110p. 2mf. L1 ED 286 122

Day Care for Children in Denmark, Norway and Sweden. 144p. 2mf. L1 ED 286 658

Innovation in Primary School Construction: Maldives Community Schools. Educational Building Report 12. 74p. 1mf. L2 ED 286 664

OTA Study on Indian Health Care. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, Second Session (February 20, 1986). 59p. 1mf. L1 ED 286 699

Government School Relationship

Dilemma of Public School Improvement. 35p. 1mf. L1 ED 286 269

Functional Opportunities of the School Administration in Municipalities with Local Agencies and Free Municipality Experiments. 11p. 1mf. L1 ED 286 289

Grade Prediction

Gender and Race Effects on Standardized Tests Predictive Validity: A Meta-analytical Study. 51p. 1mf. L1 ED 286 914

Predictive Validity of the Scholastic Aptitude Test for Disabled Students. Studies of Admissions Testing and Handicapped People, Report No. 8. 73p. 1mf. L1 ED 286 884

(Continued)

Grade Prediction (Continued)
Predictors of Organic Chemistry Grades for Black Americans.
21p. 1mf. L1 ED 286 974
Grade Repetition
Evaluation of the Newark School District Twice-Retained Program 1985-1986. DRET Report No. 34.
81p. 1mf. L1 ED 286 887
Grade 11
Applied Academics. Applied Mathematics: Carpentry. Curriculum Bulletin VE-36.
160p. 2mf. L2 ED 286 748
Applied Academics. Applied Mathematics: Drafting. Curriculum Bulletin VE-53.
206p. 3mf. L2 ED 286 750
Applied Academics: Applied Mathematics: Communications Electronics. Bulletin VE-38.
260p. 3mf. L2 ED 286 749
Grade 12
Applied Academics. Applied Mathematics: Carpentry. Curriculum Bulletin VE-36.
160p. 2mf. L2 ED 286 748
Applied Academics. Applied Mathematics: Drafting. Curriculum Bulletin VE-53.
206p. 3mf. L2 ED 286 750
Applied Academics: Applied Mathematics: Communications Electronics. Bulletin VE-38.
260p. 3mf. L2 ED 286 749
Essential Concepts, Skills and Attitudes for Grade 12. Second Draft.
26p. 1mf. L1 ED 286 869
Grade 7
Teaching of Grade 7 Geometric Concepts Using LOGO.
162p. 2mf. L1 ED 286 715
Grades (Scholastic)
Comparison of Grade Distributions for Telecourses and Print Based Courses.
10p. 1mf. L1 ED 286 562
Graduate Management Admission Test
GMAT Exposed: Tricks from 20 GMATs. 2nd Edition.
111p. 2mf. L1 ED 286 919
Graduate Students
Professional Interests and Scholarly Productivity of Clinical Psychology Graduate Students.
31p. 1mf. L1 ED 286 130
Graduate Study
Global Learning Teacher Education Manual: A Model Inservice or Graduate Course for Elementary and Secondary Teachers.
208p. 3mf. L2 ED 286 770
Post-Graduate Education in the 1980s.
85p. 1mf. L2 ED 286 415
Graduation Requirements
Experts' Consultation on the Application of the International Standard Classification of Education to Programmes of Education at the Third Level in Countries of the Europe Region (Bucharest, Romania, May 11-13, 1987).
17p. 1mf. L1 ED 286 406
Grammar
Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). University of Cape Town School of Librarianship Continuing Education Series Number 1.
222p. 3mf. L1 ED 286 383
Papers and Studies in Contrastive Linguistics. Volume Twenty.
169p. 2mf. L1 ED 286 369
Grantsmanship
Grants for Teachers: A Way to Finance Innovative Ideas.
14p. 1mf. L1 ED 286 879
Graphic Arts
Desktop Publishing: A Sober Second Look at the Latest Local Production Fad.
15p. 1mf. L1 ED 286 521
Graphs
Understanding Charts and Graphs. Technical Report #8.
94p. 1mf. L1 ED 286 495
Great Britain
Sociology, Education and Schools: An Introduction to the Sociology of Education.
273p. mf. L3 ED 286 963
Teaching Mathematics 5 to 11.
151p. mf. L3 ED 286 726
Group Behavior
Mock Jury Decision Process as a Function of Assigned Social Decision Rule.
39p. 1mf. L1 ED 286 238
Group Counseling
Stress Intervention Using Cognitive Principles.
7p. 1mf. L1 ED 286 090
Group Discussion
Talking into Writing: Exercises for Basic Writers.
69p. 1mf. L1 ED 286 200
Group Dynamics
Organizing and Leading Caregiver Support Groups.
24p. 1mf. L1 ED 286 088
Values and Commitments Underlying Discussion. Professional Development on Discussion: Group Images in Action.
14p. 1mf. L1 ED 286 841
Group Testing
Networking Evaluation: A Creative Approach to Assessment.
8p. 1mf. L1 ED 286 917
Guidance Objectives
Facilitator's Guide to Staff Training for the Rural America Series. Module VII. Counseling. Research and Development Series No. 149H.
50p. 1mf. L1 ED 286 679
Guidance Programs
Facilitator's Guide to Staff Training for the Rural America Series. Module VI: Career Guidance Practices. Research and Development Series No. 149G.
34p. 1mf. L1 ED 286 678
Facilitator's Guide to Staff Training for the Rural America Series. Module 1: Understanding the Need. Research and Development Series No. 149B.
63p. 1mf. L1 ED 286 673
Facilitator's Guide to Staff Training for the Rural America Series. Module V: Resources. Research and Development Series No. 149F.
36p. 1mf. L1 ED 286 677
Facilitator's Guide to Staff Training for the Rural America Series. Introduction. Research and Development Series No. 149A.
21p. 1mf. L1 ED 286 672
Facilitator's Guide to Staff Training for the Rural America Series. Module IV: Behavioral and Program Objectives. Research and Development Series No. 149E.
46p. 1mf. L1 ED 286 676
Facilitator's Guide to Staff Training for the Rural America Module X: Community Relations and Involvement. Research and Development Series No. 149K.
28p. 1mf. L1 ED 286 682
Facilitator's Guide to Staff Training for the Rural America Series. Module IX: Staff Development. Research and Development Series No. 149J.
29p. 1mf. L1 ED 286 681
Facilitator's Guide to Staff Training for the Rural America Series. Module VIII: Placement. Research and Development Series No. 149I.
30p. 1mf. L1 ED 286 680
Facilitator's Guide to Staff Training for the Rural America Series. Module VII. Counseling. Research and Development Series No. 149H.
50p. 1mf. L1 ED 286 679
Facilitator's Guide to Staff Training for the Rural America Series. Module XIV: Case Studies. Research and Development Series No. 149O.
40p. 1mf. L1 ED 286 686
Facilitator's Guide to Staff Training for the Rural America Series. Module XIII: Cooperative Agreements with Business, Industry and Labor. Research and Development Series No. 149N.
42p. 1mf. L1 ED 286 685
Facilitator's Guide to Staff Training for the Rural America Series. Module XII: Evaluation. Research and Development Series No. 149M.
44p. 1mf. L1 ED 286 684
Facilitator's Guide to Staff Training for the Rural America Series. Module XI: Community Perspectives. Research and Development Series No. 149L.
34p. 1mf. L1 ED 286 683
Facilitator's Guide to Staff Training for the Rural America Series. Transparency Masters, Modules I-XIV. Research and Development Series No. 149R.
102p. 2mf. L1 ED 286 689
Facilitator's Guide to Staff Training for the Rural America Series. Participant Materials, Modules I-XIV. Research and Development Series No. 149Q.
171p. 2mf. L1 ED 286 688
Facilitator's Guide to Staff Training for the Rural America Series. Appendix A: Evaluation Procedures and Multiple Day Workshop Questionnaire. Research and Development Series No. 149P.
43p. 1mf. L1 ED 286 687
Facilitator's Guide to Staff Training for the Rural America Series. Module III: Needs Assessment. Research and Development Series No. 149D.
54p. 1mf. L1 ED 286 675
Facilitator's Guide to Staff Training for the Rural America Series. Module II: Initial Planning. Research and Development Series No. 149C.
52p. 1mf. L1 ED 286 674
Guided Imagery
Investigation of the Effects of Guided Imagery, before Reading, on Comprehension of Stories in a Narrative Text.
98p. 2mf. L1 ED 286 149
Guidelines
Model Code of Ethics for the Use of Computers in Education.
21p. 1mf. L1 ED 286 461
Second IEA Mathematics Study. Sampling Report.
229p. 3mf. L1 ED 286 708
Guides
Second International Mathematics Study. Training Manual for Use of the Databank of the Longitudinal, Classroom Process Surveys for Population A in the IEA Second International Mathematics Study. Contractor's Report.
109p. 2mf. L1 ED 286 707
Half Day Programs
Application of Mastery Learning Theory to Full- and Half-Day Kindergarten Research.
20p. 1mf. L1 ED 286 623
Handicap Identification
Dysgraphia: Why Johnny Can't Write: A Handbook for Teachers and Parents.
48p. 1mf. L2 ED 286 339
Guide to Assessing Children for Whom English Is a Second Language.
10p. 1mf. L1 ED 286 303
Handicrafts
Craft Artist Membership Organizations 1978. Report No. 13.
54p. 1mf. L1 ED 286 789
Handwriting
Dysgraphia: Why Johnny Can't Write: A Handbook for Teachers and Parents.
48p. 1mf. L2 ED 286 339
Pashto Basic Course. Writing Manual to Accompany Units 3-7.
299p. 4mf. L1 ED 286 344
Hawaii
Identification of Priority Sites for Parent-Child Services. Working Paper.
28p. 1mf. L1 ED 286 626
Improving the Education Status of Native Hawaiians, and For Other Purposes. Report from the Select Committee on Indian Affairs (To Accompany S. 360). 100th Congress, 1st Session.
27p. 1mf. L1 ED 286 955
Hawaii (Honolulu)
Activities and Things. Book A.
36p. 1mf. L1 ED 286 727
Activity Book. Book B.
36p. 1mf. L1 ED 286 728
Hawaiians
Improving the Education Status of Native Hawaiians, and For Other Purposes. Report from the Select Committee on Indian Affairs (To Accompany S. 360). 100th Congress, 1st Session.
27p. 1mf. L1 ED 286 955
Hawthorne Effect
Hawthorne Control Procedures in Educational Experiments: A Reconsideration of Their Use and Effectiveness.
18p. 1mf. L1 ED 286 926
Hayden SAT Preparation Program
Computer as a Tool in SAT Preparation.
16p. 1mf. L1 ED 286 932
Hazardous Materials
Asbestos: From Beginning to End.
21p. 1mf. L1 ED 286 279
Michigan Household Hazardous Substance Handbook.
145p. 2mf. L1 ED 286 717
Head Injuries
Biomedical Techniques for Post Head Trauma Victims.
6p. 1mf. L1 ED 286 330
Health
Behavioral Management of Excessive Caffeine Consumption: Three Case Studies.
30p. 1mf. L1 ED 286 131
Child Health Practices Reported by Day Care Center Parents: Implications for Early Childhood Educators.
10p. 1mf. L1 ED 286 600
Crisis in Homelessness: Effects on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
245p. 3mf. L1 ED 286 116
Health Communication: Two Case Studies--Multiple Sclerosis and Epstein-Barr Virus.
23p. 1mf. L1 ED 286 232
State of the Environment: Environment and Health 1986. United Nations Environment Programme.
99p. 2mf. L1 ED 286 711
Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor. Literacy Education for the Elderly Project.
56p. 1mf. L2 ED 286 000
Health Activities
Health Promotion and the Labor Union Movement. WBGH Worksite Wellness Series.
34p. 1mf. L2 ED 286 022
Health Communication
Health Communication: Two Case Studies--Multiple Sclerosis and Epstein-Barr Virus.
23p. 1mf. L1 ED 286 232
Health Education
Health and Personal Life Skills 1987 Curriculum: Junior High School Teacher Resource Manual.
231p. 3mf. L1 ED 286 126
INSA Hand Puppet Training Manual: Involving U.S. Citizens in a Puppetmaking Project To Enhance the Use of Educational Puppet Theater in Developing Nations.
58p. 1mf. L2 ED 286 788
Health Insurance
Mandatory Student Health Insurance: An Investigation.
50p. 1mf. L1 ED 286 428
Health Materials
Select Guide to Sources of Health Information.
24p. 1mf. L1 ED 286 845
Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor. Literacy Education for the Elderly Project.
56p. 1mf. L2 ED 286 000
Health Needs
Health Services for Children with Special Needs: Report of the Division of Services to Crippled Children for the Fiscal Years, 1984-1985, 1985-1986.
29p. 1mf. L1 ED 286 292
Resource Guide for Teachers and Health Providers.
245p. 3mf. L1 ED 286 694
Health Personnel
Health Care Marketing: Opinions of Providers. North Dakota Economic Studies, Number 46.
91p. 1mf. L1 ED 286 119
Health Programs
Cancer Prevention Programs in the Workplace. WBGH Worksite Wellness Series.
68p. 1mf. L2 ED 286 009
Developing Healthy Companies through Human Resources Management. WBGH Worksite Wellness Series.
66p. 1mf. L2 ED 286 012
Employees as Leaders/Decision-Makers in Worksite Wellness Programs. WBGH Worksite Wellness Series.
62p. 1mf. L2 ED 286 011
Health Promotion and the Labor Union Movement. WBGH Worksite Wellness Series.
34p. 1mf. L2 ED 286 022
Nutrition Programs in the Workplace. WBGH Worksite Wellness Series.
42p. 1mf. L2 ED 286 014
Physical Fitness Programs in the Workplace. WBGH Worksite Wellness Series.
55p. 1mf. L2 ED 286 016
Preventing Alcohol and Drug Abuse through Programs at the Workplace. WBGH Worksite Wellness Series.
53p. 1mf. L2 ED 286 010
Promoting Prenatal Health in the Workplace. WBGH Worksite Wellness Series.
41p. 1mf. L2 ED 286 017
Reducing Smoking at the Workplace. WBGH Worksite Wellness Series.
37p. 1mf. L2 ED 286 020
Safety Belt Programs at the Workplace. WBGH Worksite Wellness Series.
54p. 1mf. L2 ED 286 018
Support for Maintaining Independence in the Elderly--Future Requirements and Solutions: Florida's TEACH Demonstration Project--Home-Based, Case Management Services to the Medically Dependent Elderly and Their Caregivers--What We Hope To Learn.
24p. 1mf. L1 ED 286 114
Using Incentives To Promote Employee Health. WBGH Worksite Wellness Series.
44p. 1mf. L2 ED 286 013
VA and HRS Local Coordination of Florida's Home-Based Services to the Elderly.
26p. 1mf. L1 ED 286 113
Wellness for Older Workers and Retirees. WBGH Worksite Wellness Series.
70p. 1mf. L2 ED 286 015
Wellness in Small Businesses. WBGH Worksite Wellness Series.
21p. 1mf. L2 ED 286 019
Health Services
Essentials of College and University Education for Professional Nursing. Final Report.
34p. 1mf. L1 ED 286 391
Health Care Marketing: Opinions of Providers. North Dakota Economic Studies, Number 46.
91p. 1mf. L1 ED 286 119
Health Services for Children with Special Needs: Report of the Division of Services to Crippled Children for the Fiscal Years, 1984-1985, 1985-1986.
29p. 1mf. L1 ED 286 292
Medicaid: Determining Cost-Effectiveness of Home and Community-Based Services. Report to the Administrator, Health Care Financing Administration, Department of Health and Human Services.
21p. 1mf. L1 ED 286 084
OTA Study on Indian Health Care. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, Second Session (February 20, 1986).
59p. 1mf. L1 ED 286 699
Hearing Impairments
Peer Social Behavior in Preschool Hearing Impaired Children: Comparisons and Models.
39p. 1mf. L1 ED 286 297
Practical Guide to Play, Piaget, and Language in Preprimary Hearing Impaired Programs.
572p. 6mf. L1 ED 286 293
Summary of Program Evaluation Results: 1985-1986 School Year Pre-Kindergarten Educational Program.
86p. 1mf. L1 ED 286 593
Heating
Closing the Loop--Improving Energy Management in Schools. Energy Research Group Report.
117p. 2mf. L1 ED 286 274
Help Seeking
Effects of Familiarity on the Success of Children's Help-Seeking.
21p. 1mf. L1 ED 286 640
Noncognitive Variables in Predicting Counseling Center Use by Race.
25p. 1mf. L1 ED 286 106
Toddler Help-Seeking as a Function of Age and Social Context.
14p. 1mf. L1 ED 286 636
Heredity
Alcoholism as a Discrete Personality Variable: Implications for its Heritability and Treatment.
17p. 1mf. L1 ED 286 121
Heterogeneous Grouping
Friendship in the Context of Desegregated Schools in Israel.
51p. 1mf. L1 ED 286 968
Heuristics
Probability Estimation and the Use and Neglect of Base-Rate Information. Technical Report.
49p. 1mf. L1 ED 286 759
High Achievement
Toward Motivation To Learn: Explorations of Classrooms with a Learning Orientation.
19p. 1mf. L1 ED 286 591
High Risk Persons
Analysis of the Non-Promotion of Regular Students Enrolled in Elementary Public Education in Louisiana during the 1983-84 to 1985-86 School Sessions.
44p. 1mf. L1 ED 286 949
Comparative Analysis of Non-Promotions in the Top Eight Major Public School Districts of Louisiana During the School Years of 1983-84 to 1985-86.
50p. 1mf. L1 ED 286 950
Early Childhood Intervention for Economically Disadvantaged Children: The Parent-Infant-Project.
19p. 1mf. L1 ED 286 597
Identification of Priority Sites for Parent-Child Services. Working Paper.
28p. 1mf. L1 ED 286 626
Preparing for Life: The Critical Transition of Adolescence.
14p. 1mf. L1 ED 286 587
High Risk Students
Analysis of 1985-1986 Cleveland School District Data with Policy and Planning Implications: Attendance Issues.
99p. 2mf. L1 ED 286 956
Assessment and Remediation Issues in Articulation.
13p. 1mf. L1 ED 286 435
At-Risk Youth Planning Document for the State Board of Education and the Oregon Department of Education.
86p. 1mf. L1 ED 286 124
Children at Risk: Roadblocks to Achieving Potential. Eliminating the Barriers.
26p. 1mf. L1 ED 286 981
Dropout Prevention Model, Baldwyn High School, Baldwyn, Mississippi.
11p. 1mf. L1 ED 286 262
Evaluator's Report on the Lowell Achievement Program 1986-1987.
50p. 1mf. L1 ED 286 980
Lowering the Dropout Rate: The Experiences of Urban Superintendents.
73p. 1mf. L1 ED 286 966
Study of the Relationship among Placement Test Scores and Gender and Ethnicity of Students in Three Insufficient Academic Progress Groups at the End of Fall Quarter, 1985. General College Studies.
26p. 1mf. L1 ED 286 560
Three R's in a Learning Support Center.
22p. 1mf. L1 ED 286 170
High School and Beyond (NCES)
Dilemma of Public School Improvement.
35p. 1mf. L1 ED 286 269
Individual and Organizational Predictors of High School Track Placement.
39p. 1mf. L1 ED 286 111
High School Equivalency Programs
Countywide Adult Basic Education Program. Final Report, 1986-1987.
9p. 1mf. L1 ED 286 572
High School Graduates
Labor Market Experience of Tennagers with and without High School Diplomas.
43p. 1mf. L1 ED 286 268
Report of the Statewide High School Post-Graduate Survey, Class of 1986.
55p. 1mf. L1 ED 286 429
Secondary Student and Employer Follow-up. 1986 Sample Survey Report. Vocational Education Research.
208p. 3mf. L1 ED 286 006
High School Seniors
College Planning Information for Seniors, 1987-88.
25p. 1mf. L1 ED 286 136
High School Students
Chicago Public High Schools: How Their Students' Low Income, Reading Scores, and Attendance Rates Relate to Dropout Level and Type of School. First Report to the Illinois State Board of Higher Education in Response to PA 84-712 of the 84th Illinois General Assembly--"The Educational Partnership Act."
66p. 1mf. L1 ED 286 282
Dealing with Dropouts: The Urban Superintendents' Call to Action.
90p. 1mf. L1 ED 286 992
Economic Literacy, Teacher Instruction, and Preparation for the World of Work.
21p. 1mf. L1 ED 286 835
Individual and Organizational Predictors of High School Track Placement.
39p. 1mf. L1 ED 286 111
Nontraditional Options in Training for Employment. Final Report from July 1, 1986 to June 30, 1987.
32p. 1mf. L1 ED 285 999
Relation of High School Academic Performance and Student Effort to Language Use and Recenty of Migration among Asian- and Pacific-Americans.
45p. 1mf. L1 ED 286 973
High Schools
Business-Industry Involvement in Vocational-Technical Education at the Local Level.
37p. 1mf. L1 ED 286 076
High School-Community College Collaboration. ERIC Digest.
6p. 1mf. L1 ED 286 559
Individual and Organizational Predictors of High School Track Placement.
39p. 1mf. L1 ED 286 111
Regional High School of Excellence Study Project. Northern Chautauqua County, 1985-1987.
286p. 3mf. L1 ED 286 261
Higher Education
Access and Advisement in Irish Higher Education: An American Perspective.
12p. 1mf. L1 ED 286 405
Campus Trends, 1987. Higher Education Panel Report Number 75.
52p. 1mf. L1 ED 286 402
College Trustee Study machine-readable data file .
28p. 1mf. L3 ED 286 457
Council for Higher Education, Report No. 2. The Sixth Council, 1981-1986.
73p. 1mf. L1 ED 286 419
Education in Ancient and the Present Egypt: From 4000 B.C. to A.D. 1983.
26p. 1mf. L1 ED 286 780
Experts' Consultation on the Application of the International Standard Classification of Education to Programmes of Education at the Third Level in Countries of the Europe Region (Bucharest, Romania, May 11-13, 1987).
17p. 1mf. L1 ED 286 406
Higher Education Act of 1965 as Amended through P.L. 97-301. Recommendations for Reauthorization.
54p. 1mf. L1 ED 286 425
Higher Education Administrative Costs: Continuing the Study.
90p. 1mf. L1 ED 286 460
Higher Education Amendments of 1986. Conference Report to Accompany S. 1965. House of Representatives, 99th Congress, 2nd Session.
478p. 5mf. L1 ED 286 421
Trends in Bachelors and Higher Degrees, 1975-1985.
48p. 1mf. L1 ED 286 420
Higher Education Act Amendments 1986
Higher Education Amendments of 1986. Conference Report to Accompany S. 1965. House of Representatives, 99th Congress, 2nd Session.
478p. 5mf. L1 ED 286 421
Higher Education Act 1965
Higher Education Act of 1965 as Amended through P.L. 97-301. Recommendations for Reauthorization.
54p. 1mf. L1 ED 286 425
Higher Education Opportunity Program
Opportunities at Independent Colleges and Universities in New York State through the Higher Education Opportunity Program = Oportunidades en los colegios y universidades independientes en el Estado de Nueva York a traves de los programas de oportunidad en educacion.
25p. 1mf. L1 ED 286 416
Hispanic Americans
Hispanic Population in the United States: March 1986 and 1987 (Advance Report).
17p. 1mf. L1 ED 286 696
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies. ERIC Digest.
4p. 1mf. L1 ED 286 705
Strategic Plan To Address Recruitment and Retention Strategies for Black and Hispanic Students at Hudson County Community College.
77p. 1mf. L1 ED 286 549
Summer Training and Education Program (STEP): The Experience of Hispanic Participants in the Summer of 1985.
58p. 1mf. L2 ED 286 697
Therapeutic Services for Hispanic Families in Transition.
9p. 1mf. L1 ED 286 145
Historical Background
Education in Ancient and the Present Egypt: From 4000 B.C. to A.D. 1983.
26p. 1mf. L1 ED 286 780
History
Asian American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
50p. 1mf. L2 ED 286 971
History Instruction
Entering a Discourse Community: Writing as a Mode of Learning in a Content Course.
21p. 1mf. L1 ED 286 210
Integration of Study Skills into a Distance Education History Course.
8p. 1mf. L1 ED 286 434
Status of United States History in Indiana Public Schools.
38p. 1mf. L1 ED 286 777
Holistic Approach
Holistic Application of High Technology for Conversation, Writing, and Computer Access Aid Systems.
12p. 1mf. L1 ED 286 325
Professional Development Model: A "Wholistic" Approach.
18p. 1mf. L1 ED 286 868
Home Economics
Home Economics. Arkansas Public School Course Content Guide.
58p. 1mf. L1 ED 285 980
Review of Computer Software for Home Economics.
53p. 1mf. L1 ED 285 987
Review of Home Economics Computer Software for Sex Bias and Stereotyping. Final Report from July 1, 1986 to June 30, 1987.
18p. 1mf. L1 ED 285 995
Home Programs
Medicaid: Determining Cost-Effectiveness of Home and Community-Based Services. Report to the Administrator, Health Care Financing Administration, Department of Health and Human Services.
21p. 1mf. L1 ED 286 084
Support for Maintaining Independence in the Elderly--Future Requirements and Solutions: Florida's TEACH Demonstration Project--Home-Based, Case Management Services to the Medically Dependent Elderly and Their Caregivers--What We Hope To Learn.
24p. 1mf. L1 ED 286 114
VA and HRS Local Coordination of Florida's Home-Based Services to the Elderly.
26p. 1mf. L1 ED 286 113
Home Schooling
Home-Schooling: Reasons Some Parents Choose This Alternative Form of Education, and a Study of the Attitudes of Home-Schooling Parents and Public School Superintendents Toward the Benefits of Home-Schooling.
58p. 1mf. L1 ED 286 624
Homeless People
Crisis in Homelessness: Effects on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
245p. 3mf. L1 ED 286 116
Stewart B. McKinney Homeless Assistance Act. Conference Report To Accompany H.R. 558. House of Representatives, 100th Congress, 1st Session.
109p. 2mf. L1 ED 286 117
Homework
Report to Parents: A Collection.
12p. 1mf. L1 ED 286 576
Homogeneous Grouping
Friendship in the Context of Desegregated Schools in Israel.
51p. 1mf. L1 ED 286 968
Hospitality Occupations
San Mateo County's Server Information Program (S.I.P.): A Community-Based Alcohol Server Training Program.
13p. 1mf. L1 ED 286 132
Hospitals
Nursing Shortage Reduction Act of 1987. Report to Accompany S. 1402. Senate, 100th Congress, 1st Session.
15p. 1mf. L1 ED 286 422
Hotlines (Public)
ABET: Adult Basic Education Tele-teacher. A 310/Special Demonstration Project, 1986-87. Final Report.
12p. 1mf. L1 ED 286 575
AzALL: Arizona Adult Literacy Line, 1986-1987. Final Report.
13p. 1mf. L1 ED 286 574
Human Capital
Schooling a More Productive Workforce: What Can We Learn from the Japanese?
20p. 1mf. L1 ED 286 774
Human Services
Stewart B. McKinney Homeless Assistance Act. Conference Report To Accompany H.R. 558. House of Representatives, 100th Congress, 1st Session.
109p. 2mf. L1 ED 286 117
Humanities
Disciplines and Undergraduate Lecturing.
57p. 1mf. L1 ED 286 436
Student Assessment: Humanities. ERIC Digest.
3p. 1mf. L1 ED 286 553
Humor
Ein Ungluck Kommt Selten Allein (When It Rains, It Pours): Six Amusing Illustrations to Stimulate Classroom Conversation.
15p. 1mf. L1 ED 286 360
Humor Assessment: From May to December.
21p. 1mf. L1 ED 286 093
Hunger
World Food Day Curriculum, Grades K-3.
21p. 1mf. L2 ED 286 792
World Food Day Curriculum, Grades 4-7.
25p. 1mf. L2 ED 286 793
World Food Day: Curriculum, Grades 8-12.
28p. 1mf. L2 ED 286 794
Hupa
Hupa Activity Book.
203p. 3mf. L1 ED 286 691
Hupa (Tribe)
Hupa Activity Book.
203p. 3mf. L1 ED 286 691
Hutchins (Robert)
Revisiting Hutchins and "The Higher Learning in America."
31p. 1mf. L1 ED 286 394

Hypothesis Testing

Beyond Hage: Building Communication Theory by Exploring Three-Variable Relationships.
23p. 1mf. L1 ED 286 214

Comparison of Three Integrative Review Methods: Different Methods, Different Findings?
24p. 1mf. L1 ED 286 911

Idaho

Industrial Technology Education: Findings and Recommendations of the Blue Ribbon Committee on the Future of Industrial Arts Education in Idaho.
26p. 1mf. L1 ED 286 038

IEA Six Subject Survey

Student Achievement Study, 1970-1974. The IEA Six-Subject Data Bank machine-readable data file .
4p. 1mf. L3 ED 286 945

Illiteracy

Job-Related Basic Skills. A Guide for Planners of Employee Programs. BCEL Bulletin Issue No. 2.
46p. 1mf. L2 ED 285 974

Literacy Needs Assessment or LNA. A Tool for Assessing the Literacy Needs of a Local Community.
29p. 1mf. L1 ED 285 973

Literacy: The Challenge for Business.
20p. 1mf. L1 ED 286 153

Project Literacy U.S. (PLUS): Information and Resources for Task Forces.
195p. 3mf. L1 ED 286 154

Tutoring Older Adults in Literacy Programs. Literacy Education for the Elderly Project.
36p. 1mf. L2 ED 286 002

Imaginary Companions

Fantasy, Lies and Imaginary Companions. Foundation for Child and Youth Studies Selected Papers Number 45.
22p. 1mf. L1 ED 286 580

Imagination

Fantasy, Lies and Imaginary Companions. Foundation for Child and Youth Studies Selected Papers Number 45.
22p. 1mf. L1 ED 286 580

Imitation

Conceptual Development in Infancy: The Understanding of Containment.
13p. 1mf. L1 ED 286 584

Immersion Programs

Description of Immersion Strategy Programs in the United States.
102p. 2mf. L1 ED 286 352

Evaluation of the Sabal Palm Laboratory Center.
59p. 1mf. L1 ED 286 890

What Did She Say? Meaning in a Second Language Classroom.
18p. 1mf. L1 ED 286 353

Immigrants

Asian American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
50p. 1mf. L2 ED 286 971

Facilitating the Collection and Dissemination of Information to Parents of Children in a Child Care Program.
90p. 1mf. L1 ED 286 646

From South to North U.S.A.: The Afro-American Immigrant Experience in the Plays of August Wilson.
17p. 1mf. L1 ED 286 783

Therapeutic Services for Hispanic Families in Transition.
9p. 1mf. L1 ED 286 145

Vietnamese Cross-Cultural Adjustment.
7p. 1mf. L1 ED 286 977

Immigration

Indicators of Future School Enrollments.
77p. mf. L3 ED 286 285

Immunization Programs

Day Care Infection Control Protocol.
91p. mf. L3 ED 286 650

Incentive Grants

External Influences on School Climate.
21p. 1mf. L1 ED 286 275

Incentives

Teacher Development and Incentive Program: Research and Evaluation for Effective Policy Change and Reform.
17p. 1mf. L1 ED 286 838

Using Incentives To Promote Employee Health. WBGH Worksite Wellness Series.
44p. 1mf. L2 ED 286 013

Income

Fiscal Indicators for Postsecondary Education in New York State, 1980-81 through 1984-85.
67p. 1mf. L1 ED 286 427

Pensions: Worker Coverage and Retirement Income, 1984. Data from the Survey of Income and Program Participation.
38p. 1mf. L1 ED 286 071

Poverty, Income Distribution, the Family and Public Policy: A Study Prepared for the Use of the Subcommittee on Trade, Productivity, and Economic Growth of the Joint Economic Committee, Congress of the United States, 99th Congress, 2nd Session.
133p. 2mf. L1 ED 286 988

Indecisiveness

Career Indecision.
20p. 1mf. L1 ED 286 143

Independence Training

Steps to Independence: A Resource Guide for Parents of Young Children.
59p. 1mf. L1 ED 286 651

Independent Study

Comparison of Grade Distributions for Telecourses and Print Based Courses.
10p. 1mf. L1 ED 286 562

Meeting the Independent Learner Half Way.
6p. 1mf. L1 ED 286 007

Indexes

Abstracts and Indexes Cataloging Project Report.
131p. 2mf. L1 ED 286 517

Resources in Education (RIE). Volume 23, Number 2.
p. mf. L2 ED 285 967

India

INSA Hand Puppet Training Manual: Involving U.S. Citizens in a Puppetmaking Project To Enhance the Use of Educational Puppet Theater in Developing Nations.
58p. 1mf. L2 ED 286 788

Lexical Modernization and Its Socio-Linguistic Effects: A Case from Indian Urdu.
27p. 1mf. L1 ED 286 375

India (Manipur)

Some Aspects of Meitei Phonology.
24p. 1mf. L1 ED 286 374

Indian Health Service

OTA Study on Indian Health Care. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, Second Session (February 20, 1986).
59p. 1mf. L1 ED 286 699

Indiana

Status of United States History in Indiana Public Schools.
38p. 1mf. L1 ED 286 777

Indiana (Fort Wayne)

Fort Wayne: Footsteps to the Future.
41p. 1mf. L1 ED 286 799

Individual Characteristics

Adult Literacy Education Program. New York State. Participant Data 1985-1986.
32p. 1mf. L1 ED 286 004

Maricopa Community Colleges Alumni Study, 1986-87.
61p. 1mf. L1 ED 286 571

Individual Development

Facilitating the Collection and Dissemination of Information to Parents of Children in a Child Care Program.
90p. 1mf. L1 ED 286 646

Professional Development Model: A "Wholistic" Approach.
18p. 1mf. L1 ED 286 868

Selected Results of a Cross-Sectional/Longitudinal Research on Sex-Role Development in German Children.
49p. 1mf. L1 ED 286 611

Individual Differences

Children Come First.
17p. 1mf. L1 ED 286 652

Preliminary Analysis of the Effects of Individual Difference Characteristics and Knowledge of Results on Perceptions of Leader Behavior.
24p. 1mf. L1 ED 286 134

Role of Prior Experience in Learning from Instruction.
8p. 1mf. L1 ED 286 931

What Variability Can Reveal: Translating into the Foreign Language.
10p. 1mf. L1 ED 286 367

Individual Needs

Nursing Care. Summary of a European Study. A Study of People's Needs for Nursing Care and of the Planning, Implementation and Evaluation of Care Provided by Nurses in Two Selected Groups of People in the European Region.
84p. 1mf. L2 ED 286 034

Individual Power

Control and Communication in Provider-Patient Relationships.
21p. 1mf. L1 ED 286 242

Individualism

Culture-Specific Institutions that Delayed the Growth of Common Schools in the Antebellum South, 1700-1860.
34p. 1mf. L1 ED 286 983

Individualized Education Programs

Handbook on Mainstreaming Handicapped Students in Vocational Education. Second Edition.
33p. 1mf. L1 ED 286 079

Industrial Arts

Industrial Technology Education: Findings and Recommendations of the Blue Ribbon Committee on the Future of Industrial Arts Education in Idaho.
26p. 1mf. L1 ED 286 038

Technology Education. A Curriculum Guide. VOC ED 226.
65p. 1mf. L1 ED 286 039

Industrial Technology Education

Industrial Technology Education: Findings and Recommendations of the Blue Ribbon Committee on the Future of Industrial Arts Education in Idaho.
26p. 1mf. L1 ED 286 038

Industrial Training

Formal Recognition of Employer-Sponsored Instruction: Conflict and Collegiality in Postsecondary Education. ASHE-ERIC Higher Education Report No. 3, 1987.
128p. 2mf. L1 ED 286 437

Infant Behavior

Toddler Help-Seeking as a Function of Age and Social Context.
14p. 1mf. L1 ED 286 636

Infant Care

Child Care Notebook. Revised.
78p. 1mf. L2 ED 286 644

Infants

Circle Time Curriculum Activities Around the Clock for Home-Based and Center-Based Infant/Toddler Child Care.
135p. 2mf. L2 ED 286 608

Conceptual Development in Infancy: The Understanding of Containment.
13p. 1mf. L1 ED 286 584

Implicit Causality in Verbal Descriptions of Adult-Infant Interaction.
15p. 1mf. L1 ED 286 660

Maternal Attachment Behaviors with Adopted and Birth Infants.
15p. 1mf. L1 ED 286 588

Temperament Stability Across the First Two Years in Full-Term and Preterm Infants.
15p. 1mf. L1 ED 286 585

Toddler Help-Seeking as a Function of Age and Social Context.
14p. 1mf. L1 ED 286 636

Inferences

Developmental Changes in the Understanding of Simple and Complex Causal Relations in Stories.
16p. 1mf. L1 ED 286 161

Probability Estimation and the Use and Neglect of Base-Rate Information. Technical Report.
49p. 1mf. L1 ED 286 759

Influences

Implicit Theory of Leadership among Educators.
23p. 1mf. L1 ED 286 271

Informal Assessment

Adult Survival Skills Assessment.
32p. 1mf. L2 ED 286 047

Guide to Assessing Children for Whom English Is a Second Language.
10p. 1mf. L1 ED 286 303

Informal Leadership

Implicit Theory of Leadership among Educators.
23p. 1mf. L1 ED 286 271

Information Dissemination

Facilitating the Collection and Dissemination of Information to Parents of Children in a Child Care Program.
90p. 1mf. L1 ED 286 646

Language Problem in Science and the Role of the International Language Esperanto. Esperanto Documents 38 A.
14p. 1mf. L1 ED 286 370

Proceedings of the Symposium on Public Access to Federal Government Information (Salt Lake City, Utah, February 7, 1986).
83p. 1mf. L1 ED 286 516

Role of Supervisors of Agricultural Education in Educating Society about Agriculture. A Position Paper.
8p. 1mf. L1 ED 286 032

Information Management

Proceedings of the Symposium on Public Access to Federal Government Information (Salt Lake City, Utah, February 7, 1986).
83p. 1mf. L1 ED 286 516

Information Needs

American Council on Consumer Interests Annual Conference Proceedings (33rd, Denver, Colorado, April 1-4, 1987).
425p. 5mf. L2 ED 286 052

Medicaid: Determining Cost-Effectiveness of Home and Community-Based Services. Report to the Administrator, Health Care Financing Administration, Department of Health and Human Services.
21p. 1mf. L1 ED 286 084

Planned Parenthood Harris Poll Findings: Teens' Sexuality Knowledge and Beliefs.
38p. 1mf. L1 ED 286 086

Statewide Education Databases: Policy Issues. Discussion Draft.
16p. 1mf. L1 ED 286 256

Information Networks

Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). Continuing Education Series Number 1.
164p. 2mf. L1 ED 286 481

Computer Assisted Learning in Basic Adult Education. Commissioned Research.
14p. 1mf. L1 ED 286 062

Personal Experience with Computer Conferencing: Problems and Possibilities.
9p. 1mf. L1 ED 286 488

Information Policy

Proceedings of the Symposium on Public Access to Federal Government Information (Salt Lake City, Utah, February 7, 1986).
83p. 1mf. L1 ED 286 516

Information Retrieval

Finding Information about Tests. ERIC Digest.
4p. 1mf. L1 ED 286 941

Information Science

Modular Curriculum in Information Studies.
97p. 2mf. L2 ED 286 512

Position Paper on Continuing Education within the Profession of Library and Information Science.
30p. 1mf. L1 ED 286 514

Information Seeking

Meeting the Independent Learner Half Way.
6p. 1mf. L1 ED 286 007

Online Databases and Newspapers: An Assessment of Utilization and Attitudes.
18p. 1mf. L1 ED 286 178

Information Services

Statewide Education Databases: Policy Issues. Discussion Draft.
16p. 1mf. L1 ED 286 256

Information Sources

Child Health Practices Reported by Day Care Center Parents: Implications for Early Childhood Educators.
10p. 1mf. L1 ED 286 600

College Planning Information for Seniors, 1987-88.
25p. 1mf. L1 ED 286 136

Families and Aging: Resources for Individuals and Groups.
16p. 1mf. L1 ED 286 137

Finding Information about Tests. ERIC Digest.
4p. 1mf. L1 ED 286 941

Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide. ERIC Mini-Review.
6p. 1mf. L1 ED 286 698

Select Guide to Sources of Health Information.
24p. 1mf. L1 ED 286 845

Viewers, Readers, and Jawboners: The Use of Political Information Channels during Off-Year Elections in the Southeast.
20p. 1mf. L1 ED 286 217

Information Storage

Processing of Architects' Records. A Case-Study: France.
83p. 1mf. L2 ED 286 528

Information Studies

Modular Curriculum in Information Studies.
97p. 2mf. L2 ED 286 512

Information Systems

Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). Continuing Education Series Number 1.
164p. 2mf. L1 ED 286 481

Information Technology

Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). Continuing Education Series Number 1.
164p. 2mf. L1 ED 286 481

Minnesota Technology Demonstration Sites.
51p. 1mf. L1 ED 286 470

Information Utilization

Statewide Education Databases: Policy Issues. Discussion Draft.
16p. 1mf. L1 ED 286 256

Injuries

If I Knew Then What I Know Now--Exercise Cautions.
10p. 1mf. L1 ED 286 825

Inservice Education

Mathematics Staff Development Program, Grades 3 and 6, 1986-1987. Volume 2.
193p. 3mf. L2 ED 286 768

New Teachers Mathematics Staff Development, High School.
186p. 2mf. L2 ED 286 765

New Teachers Mathematics Staff Development, Junior High School.
191p. 2mf. L2 ED 286 766

Inservice Teacher Education

Case Method of Teaching: Community College Faculty Are Taking a "Harvard Method" and Making It Their Own.
11p. 1mf. L1 ED 286 539

Focus on Faculty: A Report on Professional Development at Niagara County Community College 1985-86.
23p. 1mf. L1 ED 286 570

Global Learning Teacher Education Manual: A Model Inservice or Graduate Course for Elementary and Secondary Teachers.
208p. 3mf. L2 ED 286 770

I'M SPECIAL Network. Final Report. National Dissemination Model for the I'M SPECIAL Program of Physical Education for the Handicapped, 1983-1986.
187p. 2mf. L1 ED 286 333

Maricopa Writing Project, Summer 1987: Project Report.
11p. 1mf. L1 ED 286 565

Mathematics: Videotapes for Inservice Training for Active Learning. VITAL Series.
43p. 1mf. L2 ED 286 752

Portland Writing Project in the Portland Public Schools, Evaluation Report, 1986-87.
34p. 1mf. L1 ED 286 187

Professional Development Model: A "Wholistic" Approach.
18p. 1mf. L1 ED 286 868

Research on and Development of Teaching by Instructors in the Dutch Training Centres for Practical Agricultural Education.
18p. 1mf. L1 ED 286 834

Science: Videotapes for Inservice Training for Active Learning. VITAL Series.
65p. 1mf. L2 ED 286 751

Secretary's Discretionary Program: Planning Grant To Develop Teacher Incentive Projects. Final Report. Support for Innovative Teacher Projects.
32p. 1mf. L1 ED 286 847

Staff Development Project--Mathematics. Grades K-6. Revision.
450p. 5mf. L1 ED 286 725

Staff Development.
23p. 1mf. L1 ED 286 258

Institute of International Education NY

Institute of International Education 1986 Annual Report.
73p. 1mf. L1 ED 286 409

Institutes (Training Programs)

Social History: A Summer Institute for High School United States History Teachers (Charlottesville, Virginia, June 13-27, 1983).
18p. 1mf. L1 ED 286 816

Institutional Characteristics

College Handbook, 1986-87. Twenty-Fourth Edition. Fall 1987 Admissions Requirements.
1934p. 21mf. L2 ED 286 388

Individual and Organizational Predictors of High School Track Placement.
39p. 1mf. L1 ED 286 111

Latent-Variable Causal Model of Faculty Reputational Ratings.
16p. 1mf. L1 ED 286 928

National Longitudinal Study (NLS) of the High School Class of 1972. Basic Institutional Source File machine-readable data file .
28p. 1mf. L3 ED 286 458

Wentworth Institute of Technology Factbook. Issue #7.
80p. 1mf. L1 ED 286 545

Institutional Cooperation

Articulation Model for Advanced Placement of Students in Technical Colleges.
18p. 1mf. L1 ED 286 028

Institutional Environment

Teacher Education To Change the Workplace.
8p. 1mf. L1 ED 286 875

Institutional Evaluation

Latent-Variable Causal Model of Faculty Reputational Ratings.
16p. 1mf. L1 ED 286 928

Institutionalized Persons

Abuse of Mentally Retarded Persons: Characteristics of the Abused, the Abuser, and the Informer.
24p. 1mf. L1 ED 286 313

Annual Statistical Report Program Operations 1985. New York State Division for Youth.
133p. 2mf. L1 ED 286 961

Evaluation of the Dade County Public Schools Roving Leaders Outreach Program.
27p. 1mf. L1 ED 286 889

Joining Incarcerated Mothers with Their Children: Evaluation of the Lancaster Visiting Cottage Program: Executive Summary.
11p. 1mf. L1 ED 286 107

Instructional Design

Distance Education for Teaching Map Use Skills: An Introduction.
6p. 1mf. L1 ED 286 482

Integrated Teaching Unit. A New Approach to Computer Assisted Education.
12p. 1mf. L1 ED 286 473

Instructional Development

Applying Educational Psychology in the Classroom. Third Edition.
571p. mf. L3 ED 286 854

Strategic Teaching and Learning: Cognitive Instruction in the Content Areas.
176p. 2mf. L2 ED 286 858

Teaching in a TAFE College.
259p. 3mf. L1 ED 286 056

Understanding the Operational Model of Self-Concept: An Educational Approach.
15p. 1mf. L1 ED 286 848

Instructional Development Effectiveness Ass

Are Students Ratings of Different Academic Fields Different?
14p. 1mf. L1 ED 286 935

Instructional Effectiveness

Analytic Study of the Efficacy of Black-and-White Pictorial Instruction on Achievement.
19p. 1mf. L1 ED 286 252

Computer as a Tool in SAT Preparation.
16p. 1mf. L1 ED 286 932

Educational Computing and Cognitive Skills: Curricular Issues and Prolog Prospects.
27p. 1mf. L1 ED 286 463

Effective Practices in Secondary Basic Skills Programs: A Compendium of Case Studies.
227p. 3mf. L1 ED 286 986

Emerging with Honour from a Dilemma Inherent in the Validation of Educational Achievement Measures.
9p. 1mf. L1 ED 286 904

Instructional Improvement

Going beyond Word Processing: A Survey of Computer-Based Approaches for Writing Instruction.
21p. 1mf. L1 ED 286 186

How Can Principals Implement Tennessee's Instructional Model (TIM)? 3C's to Constructive Change.
9p. 1mf. L1 ED 286 260

Revisiting James Crow: A Re-Look at Separate but Equal.
21p. 1mf. L1 ED 286 979

Instructional Innovation

Freire for the Classroom: A Sourcebook for Liberatory Teaching.
237p. mf. L3 ED 286 159

Increasing Effects of Computers on Education.
12p. 1mf. L1 ED 286 498

Instructional Leadership

Ethnography and School Improvement Research: Analyzing Metaphoric Language in the Interpretation of Instructional Leadership.
33p. 1mf. L1 ED 286 281

How Can Principals Implement Tennessee's Instructional Model (TIM)? 3C's to Constructive Change.
9p. 1mf. L1 ED 286 260

I'M SPECIAL Network. Final Report. National Dissemination Model for the I'M SPECIAL Program of Physical Education for the Handicapped, 1983-1986.
187p. 2mf. L1 ED 286 333

Impact of a District-Wide Staff Development Effort on Secondary School Principals' Perceptions of Their Role.
22p. 1mf. L1 ED 286 267

Instructional Material Evaluation

Evaluation of the 1985-86 ECIA, Chapter II Teaching Geographic Skills Project.
15p. 1mf. L1 ED 286 891

It Matters if They Read: Evaluation of Ten Age-Paced Parent Education Home Learning Programs.
9p. 1mf. L1 ED 286 164

Instructional Materials

Deutscher Fussball (German Football).
6p. 1mf. L1 ED 286 359

Facilitator's Guide to Staff Training for the Rural America Series. Participant Materials, Modules I-XIV. Research and Development Series No. 149Q.
171p. 2mf. L1 ED 286 688

Pashto Basic Course. Textbook Tapescripts, Units 1-7.
149p. 2mf. L1 ED 286 348

Pashto Basic Course. Workbook, Units 1-7.
300p. 4mf. L1 ED 286 349

Project To Increase the Awareness and Potential of Nontraditional Careers and To Eliminate Disproportionate Enrollment in Vocational Education Programs throughout the System. Final Report from July 1, 1986 to June 30, 1987.
36p. 1mf. L1 ED 285 996

Review of Home Economics Computer Software for Sex Bias and Stereotyping. Final Report from July 1, 1986 to June 30, 1987.
18p. 1mf. L1 ED 285 995

Utilization of New Technologies to Improve Instruction for Limited English Proficient Adults.
143p. 2mf. L1 ED 285 977

Instructional Theory Into Practice (Hunter)

Evaluation of the Newark School District Twice-Retained Program 1985-1986. DRET Report No. 34.
81p. 1mf. L1 ED 286 887

Insurance

Employee Assistance Program Cost Containment through the Utilization of Community-Based, Social Model Treatment Providers.
9p. 1mf. L1 ED 286 133

Integrated Curriculum

Junior High Language Arts Curriculum Guide.
159p. 2mf. L1 ED 286 198

Report of the Proceedings of the Conference on the Future World of Work (St. Louis, Missouri, October 12, 1984).
92p. 1mf. L1 ED 285 984

Whole Language: Not the Sum of Its Parts.
16p. 1mf. L1 ED 286 181

Intellectual Disciplines

Are Students Ratings of Different Academic Fields Different?
14p. 1mf. L1 ED 286 935

Disciplines and Undergraduate Lecturing.
57p. 1mf. L1 ED 286 436

Intelligence

Toward a Qualitative Analysis of Standardized Tests Using an Information Processing Model.
17p. 1mf. L1 ED 286 933

Intelligence Tests

Investigation of the Otis-Lennon School Ability Test to Predict WISC-R Full Scale IQ for Referred Children.
15p. 1mf. L1 ED 286 883

Interaction

What Did She Say? Meaning in a Second Language Classroom.
18p. 1mf. L1 ED 286 353

Interactive Model

Using an Integrated Model Incorporating Material Modification and Direct Teaching to Remediate an At-Risk Student.
20p. 1mf. L1 ED 286 878

Interactive Systems

Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide. ERIC Mini-Review.
6p. 1mf. L1 ED 286 698

Interactive Video

Evaluating the Use and Effectiveness of Learner Controlled, Interactive Videodisc.
27p. 1mf. L1 ED 286 909

Intercollegiate Cooperation

Case Method of Teaching: Community College Faculty Are Taking a "Harvard Method" and Making It Their Own.
11p. 1mf. L1 ED 286 539

Intercultural Communication

Human Values in Intercultural Communication: Japan Compared to the U.S.A.
13p. 1mf. L1 ED 286 236

Language Problem in Science and the Role of the International Language Esperanto. Esperanto Documents 38 A.
14p. 1mf. L1 ED 286 370

Interdisciplinary Approach

Evaluation of the Dade-Monroe Multiagency Network for Severely Emotionally Disturbed Students.
65p. 1mf. L1 ED 286 338

Technological Literacy. A Common Essential Learning for Saskatchewan Students.
68p. 1mf. L1 ED 286 737

Interest Inventories

Interest Inventory Interpretation: Some Suggestions and Cautions.
11p. 1mf. L1 ED 286 925

Intermode Differences

Does Computer Assisted Instruction Affect the Achievement of Third Graders in Library Skills?
55p. 1mf. L1 ED 286 464

Effect of Typing Skill on Using a Word Processor for Composition.
21p. 1mf. L1 ED 286 465

ERIC SilverPlatter: Is It User Friendly?
26p. 1mf. L1 ED 286 522

International Cooperation

Global Issues: Activities and Resources for the High School Teacher. Second Edition.
115p. 2mf. L1 ED 286 810

Intergovernmental Oceanographic Commission. Reports of Governing and Major Subsidiary Bodies. Fourteenth Session of the Assembly (Paris, 17 March-1 April 1987).
201p. 3mf. L2 ED 286 747

International Comprehension of Environmental Problems, Education and Training.
9p. 1mf. L1 ED 286 713

International Council for Computers in Educ

Model Code of Ethics for the Use of Computers in Education.
21p. 1mf. L1 ED 286 461

International Educational Exchange

Experts' Consultation on the Application of the International Standard Classification of Education to Programmes of Education at the Third Level in Countries of the Europe Region (Bucharest, Romania, May 11-13, 1987).
17p. 1mf. L1 ED 286 406

Institute of International Education 1986 Annual Report.
73p. 1mf. L1 ED 286 409

International Comprehension of Environmental Problems, Education and Training.
9p. 1mf. L1 ED 286 713

International Organizations

Intergovernmental Oceanographic Commission. Reports of Governing and Major Subsidiary Bodies. Fourteenth Session of the Assembly (Paris, 17 March-1 April 1987).
201p. 3mf. L2 ED 286 747

State of the Environment: Environment and Health 1986. United Nations Environment Programme.
99p. 2mf. L1 ED 286 711

State of the World Environment, 1987. United Nations Environment Programme.
88p. 1mf. L1 ED 286 712

United Nations Environment Programme. Annual Report of the Executive Director, 1985.
264p. 3mf. L1 ED 286 710

International Programs

Institute of International Education 1986 Annual Report.
73p. 1mf. L1 ED 286 409

International Comprehension of Environmental Problems, Education and Training.
9p. 1mf. L1 ED 286 713

Selected Topics in Peace Corps Training.
14p. 1mf. L1 ED 286 667

State of the Environment: Environment and Health 1986. United Nations Environment Programme.
99p. 2mf. L1 ED 286 711

State of the World Environment, 1987. United Nations Environment Programme.
88p. 1mf. L1 ED 286 712

United Nations Environment Programme. Annual Report of the Executive Director, 1985.
264p. 3mf. L1 ED 286 710

International Relations

American Students' Perceptions of American Foreign Policy.
6p. 1mf. L1 ED 286 817

Global Issues: Activities and Resources for the High School Teacher. Second Edition.
115p. 2mf. L1 ED 286 810

U.S.-Soviet Relations: Testing Gorbachev's "New Thinking." Current Policy No. 985.
7p. 1mf. L1 ED 286 807

World Food Day Curriculum, Grades 4-7.
25p. 1mf. L2 ED 286 793

World Food Day: Curriculum, Grades 8-12.
28p. 1mf. L2 ED 286 794

International Standard Classificaton of Edu

Experts' Consultation on the Application of the International Standard Classification of Education to Programmes of Education at the Third Level in Countries of the Europe Region (Bucharest, Romania, May 11-13, 1987).
17p. 1mf. L1 ED 286 406

International Studies

Second IEA Mathematics Study. Sampling Report.
229p. 3mf. L1 ED 286 708

Second International Mathematics Study. Training Manual for Use of the Databank of the Longitudinal, Classroom Process Surveys for Population A in the IEA Second International Mathematics Study. Contractor's Report.
109p. 2mf. L1 ED 286 707

Internship Programs
Trouble with Internships.
17p. 1mf. L1 ED 286 222
Interpersonal Communication
Dr. Winkelmann Stories. Parts 1-6.
75p. 1mf. L2 ED 286 355
Coping with Conflicts: Leader's Guide.
104p. 2mf. L1 ED 286 096
Coping with Conflicts: Participant's Workbook.
57p. 1mf. L1 ED 286 097
Early Childhood Teachers' Affectionate Behavior: Differential Expression to Female Children, Male Children, and Groups of Children.
32p. 1mf. L1 ED 286 645
Effects of Adults' Behavior on Child Coping and Distress during BMA/LP Procedures: A Sequential Analysis.
31p. 1mf. L1 ED 286 125
Effects of Invasion of Students' Personal Space by Male and Female Authority Figures.
21p. 1mf. L1 ED 286 083
Ein Ungluck Kommt Selten Allein (When It Rains, It Pours): Six Amusing Illustrations to Stimulate Classroom Conversation.
15p. 1mf. L1 ED 286 360
Pashto Basic Course. Laboratory Manual, Units 1-7.
133p. 2mf. L1 ED 286 345
Pashto Basic Course. Laboratory Tapescripts, Units 1-7.
117p. 2mf. L1 ED 286 346
Pashto Basic Course. Teachers' Manual, Units 1-7.
214p. 3mf. L1 ED 286 343
Pashto Basic Course. Textbook Tapescripts, Units 1-7.
149p. 2mf. L1 ED 286 348
Pashto Basic Course. Textbook, Units 1-7.
303p. 4mf. L1 ED 286 347
Pashto Basic Course. Workbook Tapescripts, Units 1-7.
62p. 1mf. L1 ED 286 350
Pashto Basic Course. Workbook, Units 1-7.
300p. 4mf. L1 ED 286 349
Researching Sex Roles in Human Communication: An Annotated Bibliography.
19p. 1mf. L2 ED 286 237
Viewers, Readers, and Jawboners: The Use of Political Information Channels during Off-Year Elections in the Southeast.
20p. 1mf. L1 ED 286 217
Interpersonal Competence
Back to Work: A Guide for Expectant and New Working Parents.
158p. 2mf. L1 ED 286 619
Evaluation of an Elementary School-Based Alcohol Misuse Prevention Program.
19p. 1mf. L1 ED 286 110
Measurement of Information-Based Complexity in Listening.
25p. 1mf. L1 ED 286 250
Negotiation and Enactment in Social Pretend Play: Relations to Social Acceptance and Social Cognition.
24p. 1mf. L1 ED 286 630
Interpersonal Process Recall
Interpersonal Process Recall (IPR): Uses in Training Trauma Counselors.
19p. 1mf. L1 ED 286 105
Interpersonal Relationship
Fact and Fancy in Relationship Evolution Research: Commentaries and Suggestions for Future Research.
20p. 1mf. L1 ED 286 218
Induction of Counselors to the Profession.
16p. 1mf. L1 ED 286 085
Interpersonal Process Recall (IPR): Uses in Training Trauma Counselors.
19p. 1mf. L1 ED 286 105
Preliminary Outcome Study of an Outpatient Treatment Program for Gamblers.
16p. 1mf. L1 ED 286 139
Promises and Perils of Social Conflict.
11p. 1mf. L1 ED 286 601
Self-Report Measure of Touching Behavior.
18p. 1mf. L1 ED 286 901
Interpretive Research
Relationship between Method and Validity in Social Science Research.
24p. 1mf. L2 ED 286 934
Interrater Reliability
Alternative Methods for Calculating Intercoder Reliability in Content Analysis: Kappa, Weighted Kappa and Agreement Charts Procedures.
22p. 1mf. L1 ED 286 173
Intervention
Biomedical Techniques for Post Head Trauma Victims.
6p. 1mf. L1 ED 286 330
Child Abuse and Neglect in America: The Problem and the Response. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
110p. 2mf. L1 ED 286 122
Comprehensive Child Development Centers Act. Report from the Committee on Labor and Human Resources (To Accompany S. 1542). 100th Congress, 1st Session.
15p. 1mf. L1 ED 286 985
Contextual Thinking: The Most Basic of the Cognitive Skills.
26p. 1mf. L1 ED 286 634
Evaluation of an Elementary School-Based Alcohol Misuse Prevention Program.
19p. 1mf. L1 ED 286 110
Fantasy, Lies and Imaginary Companions. Foundation for Child and Youth Studies Selected Papers Number 45.
22p. 1mf. L1 ED 286 580
Maternal Attachment Behaviors with Adopted and Birth Infants.
15p. 1mf. L1 ED 286 588
Preparing for Life: The Critical Transition of Adolescence.
14p. 1mf. L1 ED 286 587
School Psychologist and Program Development of Disaffected/Disruptive Students.
13p. 1mf. L1 ED 286 109
Interviews
ASQ: Asking Significant Questions. Alternative Tools for Information Need and Accountability Assessments by Libraries.
428p. 5mf. L1 ED 286 519
Investigations
Applying Automation to Investigations of Child Abuse. Impact Evaluation Report on the Case Decision Project (September 1, 1984, to August 31, 1986).
225p. 3mf. L1 ED 286 592
Iowa
Iowa Family Day Care Handbook. 3rd Edition.
215p. 3mf. L1 ED 286 603
Regionalist Art and Literature.
25p. 1mf. L1 ED 286 778
Secondary Student and Employer Follow-up. 1986 Sample Survey Report. Vocational Education Research.
208p. 3mf. L1 ED 286 006
Social Studies in Kindergartens: A Status Report.
37p. 1mf. L1 ED 286 814
Iowa State University
Preservation Planning Program. Study Report. Iowa State University Library. Final Report.
48p. 1mf. L2 ED 286 503
Ireland
Access and Advisement in Irish Higher Education: An American Perspective.
12p. 1mf. L1 ED 286 405
Irving Independent School District TX
Irving Independent School District: Standardized Test Results, 1985-86.
79p. 1mf. L1 ED 286 893
Israel
Council for Higher Education, Report No. 2. The Sixth Council, 1981-1986.
73p. 1mf. L1 ED 286 419
Friendship in the Context of Desegregated Schools in Israel.
51p. 1mf. L1 ED 286 968
Item Analysis
Riding the Rasch Tiger. Part 2: Implications for District Testing Programs (Where the Rubber Meets the Road).
44p. 1mf. L1 ED 286 922
Item Banks
Computerized Adaptive Testing. ERIC Digest.
4p. 1mf. L1 ED 286 940
Riding the Rasch Tiger. Part 1: Laying the Item Bank Foundation (Paul Volker Would Approve).
38p. 1mf. L1 ED 286 921
Riding the Rasch Tiger. Part 2: Implications for District Testing Programs (Where the Rubber Meets the Road).
44p. 1mf. L1 ED 286 922
Jamaica
Strengthening Vocational Teacher Education in Jamaica: An Example of Incremental, Institution Development.
17p. 1mf. L1 ED 286 840
Japan
American Interdependence Institute Teaching Materials.
184p. 2mf. L1 ED 286 811
Children and Television: A Study of New TV Programs for Children Based on the Pilot of an Animated Production.
36p. 1mf. L1 ED 286 480
Enrollment Expansion in Postwar Japan. International Publication Series No. 1.
122p. 2mf. L2 ED 286 273
Human Values in Intercultural Communication: Japan Compared to the U.S.A.
13p. 1mf. L1 ED 286 236
Schooling a More Productive Workforce: What Can We Learn from the Japanese?
20p. 1mf. L1 ED 286 774
Jewish Day Schools
Philosophy and Objectives: Course of Study.
24p. 1mf. L1 ED 286 779
Jews
Revelation in a Public Library: Reflections on Ethnicity and Teaching.
8p. 1mf. L1 ED 286 505
Job Application
Mature/Older Job Seeker's Guide.
131p. 2mf. L2 ED 286 003
Job Clubs
Study of Job Clubs for Two-Year College Students with Learning Disabilities.
220p. 3mf. L1 ED 286 026
Job Development
Appalachian Regional Commission: 1986 Annual Report.
112p. 2mf. L1 ED 286 695
Job Layoff
Plant Closings. Limited Advance Notice and Assistance Provided Dislocated Workers. Report to Congressional Committees.
92p. 1mf. L1 ED 286 049
Job Placement
Ecology of Job-Finding in Australia.
16p. 1mf. L1 ED 286 027
Job Satisfaction
Quality of Teacher Work Life Survey: A Preliminary Report on a Measure of Teacher Stress and Job Satisfaction and the Implications for School Counselors.
40p. 1mf. L1 ED 286 094
Vocational Personality Types and Sex-Role Perceptions of Educational Administrators, Counselors, and Teachers.
31p. 1mf. L1 ED 286 270
Job Search Methods
Career Orientation. Arkansas Public School Course Content Guide.
9p. 1mf. L1 ED 285 983
Ecology of Job-Finding in Australia.
16p. 1mf. L1 ED 286 027
Exploratory Coordinated Career Education. Arkansas Public School Course Content Guide.
12p. 1mf. L1 ED 285 978
Mature/Older Job Seeker's Guide.
131p. 2mf. L2 ED 286 003
Study of Job Clubs for Two-Year College Students with Learning Disabilities.
220p. 3mf. L1 ED 286 026
Job Skills
American Nanny: Opportunities, Training and Placement.
14p. 1mf. L1 ED 286 622
College to Career. The Guide to Job Opportunities.
271p. mf. L3 ED 286 386
Is It Really a Man's World? Male and Female Outdoor Adventure Leaders Rate Their Competency.
15p. 1mf. L1 ED 286 690
Job-Related Basic Skills. A Guide for Planners of Employee Programs. BCEL Bulletin Issue No. 2.
46p. 1mf. L2 ED 285 974
Marketable Skills and Jobs for Single Teen Parents. Final Report, Project No. 480-15170-7-1D05, July 1, 1986 to June 30, 1987.
84p. 1mf. L1 ED 285 986
Single Parents or Homemakers. Individualized Career Oriented Program for Equity (I.C.O.P.E.). Final Report from July 1, 1986 to June 30, 1987.
80p. 1mf. L1 ED 285 993
Single Parents/Displaced Homemakers: Balancing Family Living, Education and Employment. Final Report from 7/01/86 to 6/30/87.
27p. 1mf. L1 ED 285 994
Study of Job Clubs for Two-Year College Students with Learning Disabilities.
220p. 3mf. L1 ED 286 026
Job Training
Job Training Partnership Act. Summer Youth Programs Increase Emphasis on Education. Briefing Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, United States Senate.
61p. 1mf. L1 ED 286 048
Marketable Skills and Jobs for Single Teen Parents. Final Report, Project No. 480-15170-7-1D05, July 1, 1986 to June 30, 1987.
84p. 1mf. L1 ED 285 986
Nontraditional Options in Training for Employment. Final Report from July 1, 1986 to June 30, 1987.
32p. 1mf. L1 ED 285 999
Preparing Change Agents for Change Agent Roles.
12p. 1mf. L1 ED 286 666
Second Phase of an Experimental Project To Help Single Parents and Displaced Homemakers with Their Attitudinal, Behavioral Changes and Vocational Guidance. Final Report from September 9, 1986 to June 30, 1987.
31p. 1mf. L1 ED 285 991
Job Training Partnership Act 1982
Job Training Partnership Act. Summer Youth Programs Increase Emphasis on Education. Briefing Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, United States Senate.
61p. 1mf. L1 ED 286 048
Join A School Program
Join-A-School Survey: District Summary Report.
38p. 1mf. L1 ED 286 886
Journalism
Case Studies of the AIA Movement.
12p. 1mf. L1 ED 286 213
Media Frames and the Definition of a Foreign Social Movement.
46p. 1mf. L1 ED 286 239
Judaism
Philosophy and Objectives: Course of Study.
24p. 1mf. L1 ED 286 779
Judges
Stock Approach to Value Debate.
14p. 1mf. L1 ED 286 229
Junior High School Students
Second International Mathematics Study; Longitudinal, Classroom Process Surveys for Population A: Students, Teachers, and Schools, 1981-1982 machine-readable data file .
193p. 3mf. L3 ED 286 769
Kamehameha Schools HI
Summary of Program Evaluation Results: 1985-1986 School Year Pre-Kindergarten Educational Program.
86p. 1mf. L1 ED 286 593
Kentucky
Jefferson County and Louisville Have Most Segregated Public Housing in Kentucky 1985: Desegregation Accelerates at Most Authorities between July 1984 and July 1985.
74p. 1mf. L2 ED 286 951
Kentucky College and University Enrollments, Fall 1986.
280p. 3mf. L1 ED 286 423
Literacy and Locality.
74p. 1mf. L1 ED 286 193
Social Studies in Kindergartens: A Status Report.
37p. 1mf. L1 ED 286 814
Kentucky (Fayette County)
Record 14 Fayette County Schools Assigned over 30 Percent Black Students 1986-87. Black Teachers Fall to Nine-Year Low of 187; Two Black Administrators Added.
72p. 1mf. L2 ED 286 952
Kentucky (Jefferson County)
Inner-County Boundary Adjustments Pull Nearly all Schools within Guidelines 1986-87: Percentage of Black Teachers Unchanged, but Number Up; No Black Football and Basketball Coaches at Four Schools, Few Whites at Formerly-Black Schools.
56p. 1mf. L2 ED 286 953
Keyboarding (Data Entry)
Effect of Typing Skill on Using a Word Processor for Composition.
21p. 1mf. L1 ED 286 465
Junior High Business Education. Arkansas Public School Course Content Guide.
21p. 1mf. L1 ED 285 981
Kindergarten
Application of Mastery Learning Theory to Full- and Half-Day Kindergarten Research.
20p. 1mf. L1 ED 286 623
Guidelines for Implementing the 240-Minute Kindergarten Program.
16p. 1mf. L1 ED 286 599
Kindergarten Curriculum for Conceptual Language Development.
262p. 3mf. L1 ED 286 610
Kindergarten Issues: A Position Paper.
27p. 1mf. L1 ED 286 598
Programs That Work: Early Childhood Education Plan Continuing Programs.
18p. 1mf. L1 ED 286 643
Social Studies in Kindergartens: A Status Report.
37p. 1mf. L1 ED 286 814
Study of Traditional Circle Games of Five-Year-Old United States Public School Kindergarten Children.
18p. 1mf. L1 ED 286 638
What Did She Say? Meaning in a Second Language Classroom.
18p. 1mf. L1 ED 286 353
Kindergarten Children
Construction of a Learning Environment: A Typology of Personal Constructs.
44p. 1mf. L1 ED 286 607
Measuring Divergent Thinking Ability of Preschool Children Using Demonstrative as Well as Verbalized Responses.
13p. 1mf. L1 ED 286 637
Knowledge Index
Cost and Search Result Comparisons of BRS After Dark and Knowledge Index.
15p. 1mf. L1 ED 286 520
Knowledge Level
Competence, Expertise, and Accountability: Classical Foundations of the Cult of Expertise.
26p. 1mf. L1 ED 286 216
Economic Literacy, Teacher Instruction, and Preparation for the World of Work.
21p. 1mf. L1 ED 286 835
Essentials of College and University Education for Professional Nursing. Final Report.
34p. 1mf. L1 ED 286 391
Evaluation of College Level Coursework for Gifted Adolescents: An Investigation of Epistemological Stance, Knowledge Gain and Generalization.
13p. 1mf. L1 ED 286 910
Gender Gap in Attitudes toward Peace.
15p. 1mf. L1 ED 286 091
L'Education et l'information juridiques dans un contexte bilingue. Etude exploratrice sur la comprehension populaire des lois (Legal Education and Information in a Bilingual Context. Exploratory Study on the Popular Understanding of Laws).
103p. 2mf. L1 ED 286 371
Planned Parenthood Harris Poll Findings: Teens' Sexuality Knowledge and Beliefs.
38p. 1mf. L1 ED 286 086
Student Assessment: Humanities. ERIC Digest.
3p. 1mf. L1 ED 286 553
Student Assessment: Literacy. ERIC Digest.
3p. 1mf. L1 ED 286 554
Student Assessment: Science. ERIC Digest.
3p. 1mf. L1 ED 286 555
Student Assessment: Social Science. ERIC Digest.
3p. 1mf. L1 ED 286 556
Korea Air and Correspondence University
Perspective of the Future Development of Distance Higher Education in Korea. Proceedings of a Symposium (4th, Seoul, Korea, December 12, 1986).
147p. 2mf. L1 ED 286 489
Labor Education
Health Promotion and the Labor Union Movement. WBGH Worksite Wellness Series.
34p. 1mf. L2 ED 286 022
Schooling a More Productive Workforce: What Can We Learn from the Japanese?
20p. 1mf. L1 ED 286 774
Labor Force
Schooling a More Productive Workforce: What Can We Learn from the Japanese?
20p. 1mf. L1 ED 286 774
Labor Force Development
Formal Recognition of Employer-Sponsored Instruction: Conflict and Collegiality in Postsecondary Education. ASHE-ERIC Higher Education Report No. 3, 1987.
128p. 2mf. L1 ED 286 437
Labor Needs
Adjustments Needed in Vocational Agriculture Programs To Meet the Employment Needs of the Food and Fiber System in the Next Decade. A Position Paper.
7p. 1mf. L1 ED 286 031
Labor Market Assessments: An Essential Data Element for Program Development and Evaluation.
110p. 2mf. L1 ED 286 033
Labor Supply
Nursing Shortage Reduction Act of 1987. Report to Accompany S. 1402. Senate, 100th Congress, 1st Session.
15p. 1mf. L1 ED 286 422
Laboratory Manuals
Pashto Basic Course. Laboratory Manual, Units 1-7.
133p. 2mf. L1 ED 286 345
Pashto Basic Course. Laboratory Tapescripts, Units 1-7.
117p. 2mf. L1 ED 286 346
Pashto Basic Course. Workbook Tapescripts, Units 1-7.
62p. 1mf. L1 ED 286 350
Laboratory of Interactive Ed Technologies (
Differing Structures in Development of Interactive Media Based Learning.
7p. 1mf. L1 ED 286 472
Land Grant Universities
Farm Crisis Response: Extension and Research Activities in the North Central Region.
73p. 1mf. L1 ED 286 706
Language Acquisition
Acquisition of English Derivational Morphology. Technical Report No. 407.
33p. 1mf. L1 ED 286 167
Adaptive Behavioral Outcomes in Adolescents with Developmental Language Disorders.
22p. 1mf. L1 ED 286 301
Development of Concrete and Abstract Noun Definitions: A Metalinguistic Analysis.
50p. 1mf. L1 ED 286 171
Levels of Phonological Awareness.
21p. 1mf. L1 ED 286 156
Peer Social Behavior in Preschool Hearing Impaired Children: Comparisons and Models.
39p. 1mf. L1 ED 286 297
Success or Failure? Learning and the Language Minority Student.
216p. mf. L3 ED 286 959
Whole Language: Not the Sum of Its Parts.
16p. 1mf. L1 ED 286 181
Language Arts
Grade 6 English Language Arts Curriculum Specifications.
9p. 1mf. L1 ED 286 197
Grade 6 English Language Arts Student Achievement Testing Program Bulletin. 1987-88 School Year.
39p. 1mf. L1 ED 286 196
Junior High Language Arts Curriculum Guide.
159p. 2mf. L1 ED 286 198
Literacy and Locality.
74p. 1mf. L1 ED 286 193
Recommended English Language Arts Curriculum Guides, K-12, 1987.
34p. 1mf. L1 ED 286 204
Using a Multicultural Language Arts Program Involving School, Home, and Community To Increase Students' Reading Achievement and the Elementary School Faculty's Knowledge of Their Students' Diverse Cultures.
184p. 2mf. L1 ED 286 168
Whole Language: Not the Sum of Its Parts.
16p. 1mf. L1 ED 286 181
Language Attitudes
Lexical Modernization and Its Socio-Linguistic Effects: A Case from Indian Urdu.
27p. 1mf. L1 ED 286 375
Language Experience Approach
Kindergarten Curriculum for Conceptual Language Development.
262p. 3mf. L1 ED 286 610
Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program. An Instructional Guide.
76p. 1mf. L1 ED 286 046
Language Handicaps
Adaptive Behavioral Outcomes in Adolescents with Developmental Language Disorders.
22p. 1mf. L1 ED 286 301
Language Patterns
Effect of Teachers' Language on Students' Conceptions of the Nature of Science.
20p. 1mf. L1 ED 286 734
Pennsylvania German Dialect: Past, Present, and Future.
124p. 2mf. L1 ED 286 354
Language Processing
What Variability Can Reveal: Translating into the Foreign Language.
10p. 1mf. L1 ED 286 367
Language Proficiency
Evaluation of the English Oral Fluency of Limited English Proficient Twelfth Grade Students.
62p. 1mf. L1 ED 286 906
Latin for Communication. New York State Syllabus.
67p. 1mf. L1 ED 286 379
Modern Languages for Communication. New York State Syllabus.
48p. 1mf. L1 ED 286 378
Success or Failure? Learning and the Language Minority Student.
216p. mf. L3 ED 286 959
Language Research
Papers and Studies in Contrastive Linguistics. Volume Twenty.
169p. 2mf. L1 ED 286 369
Teaching English to Chinese Students: A Bibliography.
12p. 1mf. L1 ED 286 368
Language Role
Development of Sex Constancy: The Role of Language.
18p. 1mf. L1 ED 286 656
Language Problem in Science and the Role of the International Language Esperanto. Esperanto Documents 38 A.
14p. 1mf. L1 ED 286 370
Language Teachers
Alternative Certification Program for Critical Teaching Fields.
183p. 2mf. L1 ED 286 730
Curriculum Studies & ELT.
16p. 1mf. L1 ED 286 365
Language Tests
Closer Look at Cloze.
17p. 1mf. L1 ED 286 376
Evaluation of the English Oral Fluency of Limited English Proficient Twelfth Grade Students.
62p. 1mf. L1 ED 286 906
Language Typology
Papers and Studies in Contrastive Linguistics. Volume Twenty.
169p. 2mf. L1 ED 286 369
Language Usage
Eliminating Sexism in the Classroom.
15p. 1mf. L1 ED 286 393
Lasers
Technology Education. A Curriculum Guide. VOC ED 226.
65p. 1mf. L1 ED 286 039
Latent Trait Theory
Computerized Adaptive Testing. ERIC Digest.
4p. 1mf. L1 ED 286 940
Effect of Poor Fitting Items on the Distributions of Extended Caution Indices.
29p. 1mf. L1 ED 286 885
Riding the Rasch Tiger. Part 1: Laying the Item Bank Foundation (Paul Volker Would Approve).
38p. 1mf. L1 ED 286 921
Riding the Rasch Tiger. Part 2: Implications for District Testing Programs (Where the Rubber Meets the Road).
44p. 1mf. L1 ED 286 922
Riding the Rasch Tiger. Part 3: Rasch-Based Evaluation (Without Regrets or Regression to the Mean).
33p. 1mf. L1 ED 286 923
Lateral Dominance
Brain Dominance & Self-Actualization.
24p. 1mf. L1 ED 286 144
Latin
Evaluation of the Sabal Palm Laboratory Center.
59p. 1mf. L1 ED 286 890
Latin for Communication. New York State Syllabus.
67p. 1mf. L1 ED 286 379
Law Related Education
Manual for Implementing Project Equity: A Sex Equity Law-Related Education Program.
36p. 1mf. L1 ED 286 776
Pets: A Third/Fourth Grade Law-Related Education Unit. Teaching Students about Responsibility through Pet Ownership.
34p. 1mf. L1 ED 286 772
Teaching Citizenship through Children's Literature.
119p. 2mf. L1 ED 286 771
Law School Admission Test
LSAT Exposed: Tricks from 12 LSATs. Second Edition.
137p. 2mf. L1 ED 286 918
Laws
L'Education et l'information juridiques dans un contexte bilingue. Etude exploratrice sur la comprehension populaire des lois (Legal Education and Information in a Bilingual Context. Exploratory Study on the Popular Understanding of Laws).
103p. 2mf. L1 ED 286 371
Student Activity Fee Primer: Current Research on Collection, Control and Allocation.
64p. mf. L3 ED 286 431
Layout (Publications)
Impact of Intercity Competition on Daily Newspaper Content.
29p. 1mf. L1 ED 286 174
Leaders
Organizing and Leading Caregiver Support Groups.
24p. 1mf. L1 ED 286 088
Preliminary Analysis of the Effects of Individual Difference Characteristics and Knowledge of Results on Perceptions of Leader Behavior.
24p. 1mf. L1 ED 286 134
Leaders Guides
Leadership Education '87: A Source Book for Those Planning Programs and Teaching Courses in Leadership.
457p. 5mf. L2 ED 286 398
Organizing and Leading Caregiver Support Groups.
24p. 1mf. L1 ED 286 088
Leadership
Gender: A Relevant Concept for Educational Leadership.
26p. 1mf. L1 ED 286 254
Leadership Qualities
Implicit Theory of Leadership among Educators.
23p. 1mf. L1 ED 286 271
Is It Really a Man's World? Male and Female Outdoor Adventure Leaders Rate Their Competency.
15p. 1mf. L1 ED 286 690
Leaders for America's Schools. The Report of the National Commission on Excellence in Educational Administration.
65p. 1mf. L1 ED 286 265
Leadership Training
Caring: A Guide for 4-H Leaders and 4-H Club Members in 4-H Community Development Projects.
101p. 2mf. L2 ED 286 641
Exploratory Coordinated Career Education. Arkansas Public School Course Content Guide.
12p. 1mf. L1 ED 285 978
Facilitator's Guide to Staff Training for the Rural America Series. Appendix A: Evaluation Procedures and Multiple Day Workshop Questionnaire. Research and Development Series No. 149P.
43p. 1mf. L1 ED 286 687
Facilitator's Guide to Staff Training for the Rural America Series. Module 1: Understanding the Need. Research and Development Series No. 149B.
63p. 1mf. L1 ED 286 673
Facilitator's Guide to Staff Training for the Rural America Series. Module XIV: Case Studies. Research and Development Series No. 149O.
40p. 1mf. L1 ED 286 686
Facilitator's Guide to Staff Training for the Rural America Series. Introduction. Research and Development Series No. 149A.
21p. 1mf. L1 ED 286 672
Facilitator's Guide to Staff Training for the Rural America Series. Module XIII: Cooperative Agreements with Business, Industry and Labor. Research and Development Series No. 149N.
42p. 1mf. L1 ED 286 685
Facilitator's Guide to Staff Training for the Rural America Series. Module V: Resources. Research and Development Series No. 149F.
36p. 1mf. L1 ED 286 677
Facilitator's Guide to Staff Training for the Rural America Series. Module XII: Evaluation. Research and Development Series No. 149M.
44p. 1mf. L1 ED 286 684
Facilitator's Guide to Staff Training for the Rural America Series. Module IV: Behavioral and Program Objectives. Research and Development Series No. 149E.
46p. 1mf. L1 ED 286 676
Facilitator's Guide to Staff Training for the Rural America Series. Transparency Masters, Modules I-XIV. Research and Development Series No. 149R.
102p. 2mf. L1 ED 286 689
Facilitator's Guide to Staff Training for the Rural America Series. Module III: Needs Assessment. Research and Development Series No. 149D.
54p. 1mf. L1 ED 286 675
Facilitator's Guide to Staff Training for the Rural America Series. Participant Materials, Modules I-XIV. Research and Development Series No. 149Q.
171p. 2mf. L1 ED 286 688
Facilitator's Guide to Staff Training for the Rural America Series. Module II: Initial Planning. Research and Development Series No. 149C.
52p. 1mf. L1 ED 286 674
Facilitator's Guide to Staff Training for the Rural America Series. Module VII. Counseling. Research and Development Series No. 149H.
50p. 1mf. L1 ED 286 679
Facilitator's Guide to Staff Training for the Rural America Series. Module VI: Career Guidance Practices. Research and Development Series No. 149G.
34p. 1mf. L1 ED 286 678
Facilitator's Guide to Staff Training for the Rural America Series. Module XI: Community Perspectives. Research and Development Series No. 149L.
34p. 1mf. L1 ED 286 683

(Continued)

Leadership Training *(Continued)*
Facilitator's Guide to Staff Training for the Rural America Module X: Community Relations and Involvement. Research and Development Series No. 149K.
28p. 1mf. L1 ED 286 682
Facilitator's Guide to Staff Training for the Rural America Series. Module IX: Staff Development. Research and Development Series No. 149J.
29p. 1mf. L1 ED 286 681
Facilitator's Guide to Staff Training for the Rural America Series. Module VIII: Placement. Research and Development Series No. 149I.
30p. 1mf. L1 ED 286 680
I'M SPECIAL Network. Final Report. National Dissemination Model for the I'M SPECIAL Program of Physical Education for the Handicapped, 1983-1986.
187p. 2mf. L1 ED 286 333
Leadership Education '87: A Source Book for Those Planning Programs and Teaching Courses in Leadership.
457p. 5mf. L2 ED 286 398
Preparing Effective Outdoor Pursuit Leaders.
130p. 2mf. L2 ED 286 692
Selected Topics in Peace Corps Training.
14p. 1mf. L1 ED 286 667

Learning Activities
Circle Time Curriculum Activities Around the Clock for Home-Based and Center-Based Infant/Toddler Child Care.
135p. 2mf. L2 ED 286 608
Creating Least Restrictive Learning Environments: A Guide for Mainstreaming. Curriculum Bulletin, 1977-78 Series, No. 10.
179p. 2mf. L2 ED 286 336
Juegos, Canciones, Poemas y Adivinanzas (Games, Songs, Poems and Riddles).
70p. 1mf. L1 ED 286 693
Kindergarten Curriculum for Conceptual Language Development.
262p. 3mf. L1 ED 286 610
Listen, My Children, and You Shall Hear (Book 2-Revised). Grades Four through Six.
104p. 2mf. L2 ED 286 341
Listen, My Children, and You Shall Hear (Book 1-Revised). Pre-school through Grade Four.
104p. 2mf. L2 ED 286 340
Teaching about Teaching: Selected Resources and Classroom Activities.
28p. 1mf. L1 ED 286 872

Learning Centers (Classroom)
Kindergarten Curriculum for Conceptual Language Development.
262p. 3mf. L1 ED 286 610

Learning Disabilities
Artistic Expression through Exposure to the Right Brain Mode and Corresponding Relationship to the Learning Disabled.
17p. 1mf. L1 ED 286 306
Career Development for Persons with Learning Disabilities. Postsecondary Intervention Model for Learning Disabilities. Study Manual #5.
21p. 1mf. L1 ED 286 312
Dysgraphia: Why Johnny Can't Write: A Handbook for Teachers and Parents.
48p. 1mf. L2 ED 286 339
Learning Disabled College Writers Project, Evaluation Report, 1985-86.
80p. 1mf. L1 ED 286 188
Learning Disabled Student Use of Microcomputers in Learning Disabilities Programs at California Community Colleges.
15p. 1mf. L1 ED 286 563
Microcomputer Use in Learning Disabilities Programs at California Community Colleges.
36p. 1mf. L1 ED 286 564
Selective Review of the Professional Literature Concerning the Transition Process of Learning Disabled Adolescents and Adults.
18p. 1mf. L1 ED 286 299
Self-Advocacy and Assertiveness for the Learning Disabled College Student and How To Use Self-Advocacy Skills. Postsecondary Intervention Model for Learning Disabilities. Study Manual #4 and Study Manual #4, Part II.
24p. 1mf. L1 ED 286 311
Study of Job Clubs for Two-Year College Students with Learning Disabilities.
220p. 3mf. L1 ED 286 026
Teaching Piano Students with Learning Disabilities.
16p. 1mf. L1 ED 286 298
Test Preparation and Test Taking Techniques. Postsecondary Intervention Model for Learning Disabilities. Study Manual #1.
19p. 1mf. L1 ED 286 308
Word Study: A Problem-Solving Strategy for Reading Comprehension. Postsecondary Intervention Model for Learning Disabilities. Study Manual #2.
21p. 1mf. L1 ED 286 309
Writing: The Research Paper. Postsecondary Intervention Model for Learning Disabilities. Study Manual #3.
17p. 1mf. L1 ED 286 310

Learning Disabled College Writers Project
Learning Disabled College Writers Project, Evaluation Report, 1985-86.
80p. 1mf. L1 ED 286 188

Learning Laboratories
Three R's in a Learning Support Center.
22p. 1mf. L1 ED 286 170

Learning Modalities
Analytic Study of the Efficacy of Black-and-White Pictorial Instruction on Achievement.
19p. 1mf. L1 ED 286 252

Learning Motivation
Student Motivation.
14p. 1mf. L2 ED 286 284
Toward Motivation To Learn: Explorations of Classrooms with a Learning Orientation.
19p. 1mf. L1 ED 286 591

Learning Problems
Remedial/Developmental Instructions in an Actual Classroom Situation: Interfacing Social Science, English, and Reading.
34p. 1mf. L1 ED 286 978

Learning Processes
Increasing Effects of Computers on Education.
12p. 1mf. L1 ED 286 498
Observed Methods for Generating Analogies in Scientific Problem Solving.
43p. 1mf. L1 ED 286 746

Learning Resources Centers
Annotated Bibliography of Reference Materials for Use in a Junior-Senior High School Library Media Center.
26p. 1mf. L1 ED 286 518
Criteria for Excellence for School Library Programs.
11p. 1mf. L1 ED 286 504
School Library Media Programs: A Resource and Planning Guide. Bulletin No. 7368.
89p. 1mf. L1 ED 286 529
Using the School Library.
15p. 1mf. L1 ED 286 507

Learning Strategies
Adult Learner: Implications and Activities for Implementation.
12p. 1mf. L1 ED 286 041
Comparative Study of the Effect of Subliminal Messages on Public Speaking Ability.
18p. 1mf. L1 ED 286 243
Experiments on Learning by Back Propagation.
54p. 1mf. L1 ED 286 930
Generation of Spontaneous Analogies by Students Solving Science Problems.
14p. 1mf. L1 ED 286 758
Hows and Whys of Studying: The Relationship of Goals to Strategies.
24p. 1mf. L1 ED 286 937
Laser Videodiscs and the Curriculum.
16p. 1mf. L1 ED 286 492
Learning Style Theory and Practice.
53p. 1mf. L2 ED 286 873
Probability Estimation and the Use and Neglect of Base-Rate Information. Technical Report.
49p. 1mf. L1 ED 286 759
Strategic Teaching and Learning: Cognitive Instruction in the Content Areas.
176p. 2mf. L2 ED 286 858
Using an Integrated Model Incorporating Material Modification and Direct Teaching to Remediate an At-Risk Student.
20p. 1mf. L1 ED 286 878

Learning Theories
Learning Theories, Career Development Theories, and Their Applications at Two-Year Colleges.
52p. 1mf. L1 ED 286 142
Piaget and Bandura: The Need for a Unified Theory of Learning.
31p. 1mf. L1 ED 286 796
Process Skills Field Guide to Teaching Life Science.
40p. 1mf. L1 ED 286 714

Lecture Method
Disciplines and Undergraduate Lecturing.
57p. 1mf. L1 ED 286 436

Legal Information
L'Education et l'information juridiques dans un contexte bilingue. Etude exploratrice sur la comprehension populaire des lois (Legal Education and Information in a Bilingual Context. Exploratory Study on the Popular Understanding of Laws).
103p. 2mf. L1 ED 286 371

Legal Problems
Legal Issues in Minimum Competency Testing. ERIC Digest.
3p. 1mf. L1 ED 286 942

Legal Responsibility
Business Ownership and Management. Arkansas Public School Course Content Guide.
35p. 1mf. L1 ED 285 979
Pets: A Third/Fourth Grade Law-Related Education Unit. Teaching Students about Responsibility through Pet Ownership.
34p. 1mf. L1 ED 286 772

Legends
World Full of Stories. An Annotated Bibliography of Folk Literature. Traditional Literature and Folklore in Library and Storytelling Programs.
158p. 2mf. L1 ED 286 531

Legislation
Now That the Law Has Changed: Assessing the Impact of the 21 Year Old Drinking Age.
30p. 1mf. L1 ED 286 108

Leisure Time
Arts Public in the South: Report #17.
61p. 1mf. L1 ED 286 785

Lesotho
Extension Education Impacts of Farming Systems Research in Lesotho.
363p. 4mf. L2 ED 285 975

Lesson Plans
Collaborations for Literacy. An Intergenerational Reading Project. Tutor's Handbook.
163p. 2mf. L1 ED 285 970
Instructional Planning and Beginning Teacher Assessment: Taking the Anxiety out of Accountability.
26p. 1mf. L1 ED 286 856

Liberal Arts
Revisiting Hutchins and "The Higher Learning in America."
31p. 1mf. L1 ED 286 394

Librarians
Need for Librarians in California: Report on a Survey of the State's Libraries.
114p. 2mf. L1 ED 286 513

Library Acquisition
Survey of 154 Randomly Selected Libraries in the State of New York Concerning Their Acquisition and Treatment of Computer Software.
177p. 2mf. L1 ED 286 506

Library Administration
CALTAC-WILL 1985-1986. Including CALTAC-WILL 1983-1985. Proceedings of Three Series of Regional Workshops in Library Leadership (California, 1983-1986).
85p. 1mf. L1 ED 286 509
Library and Information Needs Assessment and Five Year Plan.
176p. 2mf. L1 ED 286 511
Library of Congress 1986. A Brief Summary of the Major Activities for the Fiscal Year Ending September 30, 1986.
38p. 1mf. L1 ED 286 535
Library Staffing Needs in the California State University. A Report of the Task Force on Library Staffing.
143p. 2mf. L1 ED 286 500

Library Automation
Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). Continuing Education Series Number 1.
164p. 2mf. L1 ED 286 481
Libraries & Technology. A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State.
25p. 1mf. L1 ED 286 523
Macintoshed Library: Uses of the Apple Macintosh in a Special Library. First Edition.
21p. 1mf. L1 ED 286 501

Library Catalogs
Abstracts and Indexes Cataloging Project Report.
131p. 2mf. L1 ED 286 517

Library Circulation
Examination and Analysis of Circulation Patterns in the Nursing Books of an Academic Library.
21p. 1mf. L1 ED 286 532
Investigation into the Correlation between Book Circulation and Journal Use in the Science and Technology Section of an Academic Library.
14p. 1mf. L1 ED 286 533
New Books, and Those Previously Used, Lead the Band, by a Lot.
9p. 1mf. L1 ED 286 526
Survey of 154 Randomly Selected Libraries in the State of New York Concerning Their Acquisition and Treatment of Computer Software.
177p. 2mf. L1 ED 286 506

Library Collection Development
Examination and Analysis of Circulation Patterns in the Nursing Books of an Academic Library.
21p. 1mf. L1 ED 286 532
NCIP: Means to an End. Minutes of the Meeting of the Association of Research Libraries (109th, Washington, D.C., October 22-23, 1986).
132p. 2mf. L1 ED 286 502

Library Collections
Examination and Analysis of Circulation Patterns in the Nursing Books of an Academic Library.
21p. 1mf. L1 ED 286 532

Library Cooperation
School Library Media Programs: A Resource and Planning Guide. Bulletin No. 7368.
89p. 1mf. L1 ED 286 529

Library Education
Modular Curriculum in Information Studies.
97p. 2mf. L2 ED 286 512

Library Facilities
Preservation Planning Program. Study Report. Iowa State University Library. Final Report.
48p. 1mf. L2 ED 286 503

Library Instruction
Does Computer Assisted Instruction Affect the Achievement of Third Graders in Library Skills?
55p. 1mf. L1 ED 286 464
ERIC SilverPlatter: Is It User Friendly?
26p. 1mf. L1 ED 286 522
Library Research Guide for International Students.
76p. 1mf. L1 ED 286 524
Training Concerns for an Online Public Access Catalog.
11p. 1mf. L1 ED 286 537

Library Materials
Preservation Planning Program. Study Report. Iowa State University Library. Final Report.
48p. 1mf. L2 ED 286 503
Using the School Library.
15p. 1mf. L1 ED 286 507
Young Adult Services Manual.
83p. 1mf. L1 ED 286 508

Library Networks
Libraries & Technology. A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State.
25p. 1mf. L1 ED 286 523
Library Service to the People of New York State. A Long-Range Program, October 1, 1987-September 30, 1992, for the Improvement of Library Services Utilizing Local, State and Federal Resources. Supplement 1: LSCA Program Purposes: Needs and Intended Actions. Supplement 2: Policy Guidelines on the Administration of LSCA funds, 1987-88.
88p. 1mf. L1 ED 286 536

Library of Congress
Annual Report of the Librarian of Congress, 1986. For the Fiscal Year Ending September 30, 1986.
234p. 3mf. L1 ED 286 534
Asbestos. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 760
Career Opportunities in Science and Technology. LC Science Tracer Bullet.
11p. 1mf. L1 ED 286 761
Library of Congress 1986. A Brief Summary of the Major Activities for the Fiscal Year Ending September 30, 1986.
38p. 1mf. L1 ED 286 535

Library Personnel
Library and Information Needs Assessment and Five Year Plan.
176p. 2mf. L1 ED 286 511
Position Paper on Continuing Education within the Profession of Library and Information Science.
30p. 1mf. L1 ED 286 514

Library Planning
CALTAC-WILL 1985-1986. Including CALTAC-WILL 1983-1985. Proceedings of Three Series of Regional Workshops in Library Leadership (California, 1983-1986).
85p. 1mf. L1 ED 286 509
Libraries & Technology. A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State.
25p. 1mf. L1 ED 286 523
Library and Information Needs Assessment and Five Year Plan.
176p. 2mf. L1 ED 286 511
Library Service to the People of New York State. A Long-Range Program, October 1, 1987-September 30, 1992, for the Improvement of Library Services Utilizing Local, State and Federal Resources. Supplement 1: LSCA Program Purposes: Needs and Intended Actions. Supplement 2: Policy Guidelines on the Administration of LSCA funds, 1987-88.
88p. 1mf. L1 ED 286 536
Position Paper on Continuing Education within the Profession of Library and Information Science.
30p. 1mf. L1 ED 286 514
Preservation Planning Program. Study Report. Iowa State University Library. Final Report.
48p. 1mf. L2 ED 286 503
School Library Media Programs: A Resource and Planning Guide. Bulletin No. 7368.
89p. 1mf. L1 ED 286 529
Summary and Evaluation of the California Literacy Campaign Retreat (Asilomar, California, February 25-27, 1987).
135p. 2mf. L1 ED 286 515
Young Adult Services Manual.
83p. 1mf. L1 ED 286 508

Library Role
Library of Congress 1986. A Brief Summary of the Major Activities for the Fiscal Year Ending September 30, 1986.
38p. 1mf. L1 ED 286 535

Library Services
Annual Report of the Librarian of Congress, 1986. For the Fiscal Year Ending September 30, 1986.
234p. 3mf. L1 ED 286 534
Library and Information Needs Assessment and Five Year Plan.
176p. 2mf. L1 ED 286 511
Library of Congress 1986. A Brief Summary of the Major Activities for the Fiscal Year Ending September 30, 1986.
38p. 1mf. L1 ED 286 535
Library Service to the People of New York State. A Long-Range Program, October 1, 1987-September 30, 1992, for the Improvement of Library Services Utilizing Local, State and Federal Resources. Supplement 1: LSCA Program Purposes: Needs and Intended Actions. Supplement 2: Policy Guidelines on the Administration of LSCA funds, 1987-88.
88p. 1mf. L1 ED 286 536
School Library Media Programs: A Resource and Planning Guide. Bulletin No. 7368.
89p. 1mf. L1 ED 286 529
Summary and Evaluation of the California Literacy Campaign Retreat (Asilomar, California, February 25-27, 1987).
135p. 2mf. L1 ED 286 515
Young Adult Services Manual.
83p. 1mf. L1 ED 286 508
Your Library--Greatest Show of All! A Planning Manual.
94p. 1mf. L1 ED 286 148
Your Library--Greatest Show of All! Activity Manual.
272p. 3mf. L1 ED 286 160

Library Skills
Working with Computers: Computer Orientation for Foreign Students.
304p. 4mf. L2 ED 286 478

Library Surveys
OERI Directory of Computer Tapes. May 1987 and Supplement. September 1987.
31p. 1mf. L1 ED 286 475

Library Technical Processes
Abstracts and Indexes Cataloging Project Report.
131p. 2mf. L1 ED 286 517
Macintoshed Library: Uses of the Apple Macintosh in a Special Library. First Edition.
21p. 1mf. L1 ED 286 501

Licensing Examinations (Professions)
Teacher Competency Testing. ERIC Digest.
4p. 1mf. L1 ED 286 944

Life Satisfaction
Mirror Your Audience's Attitude: A Global Profile.
23p. 1mf. L1 ED 286 233

Lifelong Learning
Alumni Continuing Education.
311p. mf. L3 ED 286 397

Limited English Speaking
Evaluation of the English Oral Fluency of Limited English Proficient Twelfth Grade Students.
62p. 1mf. L1 ED 286 906
Guide to Assessing Children for Whom English Is a Second Language.
10p. 1mf. L1 ED 286 303
Success or Failure? Learning and the Language Minority Student.
216p. mf. L3 ED 286 959
Utilization of New Technologies to Improve Instruction for Limited English Proficient Adults.
143p. 2mf. L1 ED 285 977

Linguistic Borrowing
Lexical Modernization and Its Socio-Linguistic Effects: A Case from Indian Urdu.
27p. 1mf. L1 ED 286 375
Pennsylvania German Dialect: Past, Present, and Future.
124p. 2mf. L1 ED 286 354

Linguistic Theory
Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). University of Cape Town School of Librarianship Continuing Education Series Number 1.
222p. 3mf. L1 ED 286 383
Finnish Particle Clitics and General Clitic Theory. Working Papers in Linguistics No. 33.
171p. 2mf. L1 ED 286 381
Interfaces. Working Papers in Linguistics No. 32.
167p. 2mf. L1 ED 286 380
Papers and Studies in Contrastive Linguistics. Volume Twenty.
169p. 2mf. L1 ED 286 369
Studies on Language Change. Working Papers in Linguistics No. 34.
171p. 2mf. L1 ED 286 382
Teaching English to Chinese Students: A Bibliography.
12p. 1mf. L1 ED 286 368

Linguistics
Territory of Language: Linguistics, Stylistics, and the Teaching of Composition.
389p. mf. L3 ED 286 191

Listening
But I Just Said That. Weren't You Listening?
10p. 1mf. L1 ED 286 245

Listening Comprehension
But I Just Said That. Weren't You Listening?
10p. 1mf. L1 ED 286 245
Listen, My Children, and You Shall Hear (Book 1-Revised). Pre-school through Grade Four.
104p. 2mf. L2 ED 286 340
Listen, My Children, and You Shall Hear (Book 2-Revised). Grades Four through Six.
104p. 2mf. L2 ED 286 341
Measurement of Information-Based Complexity in Listening.
25p. 1mf. L1 ED 286 250

Listening Skills
But I Just Said That. Weren't You Listening?
10p. 1mf. L1 ED 286 245
Grade 6 English Language Arts Curriculum Specifications.
9p. 1mf. L1 ED 286 197

Listening Strategies
But I Just Said That. Weren't You Listening?
10p. 1mf. L1 ED 286 245

Literacy
Autobiography as Representative Anecdote: A Burkean Paradigm for Research on Literacy Cultures.
17p. 1mf. L1 ED 286 189
Student Assessment: Literacy. ERIC Digest.
3p. 1mf. L1 ED 286 554

Literacy Campaigns
Project Literacy U.S. (PLUS): Information and Resources for Task Forces.
195p. 3mf. L1 ED 286 154

Literacy Education
Adult Literacy and Technology Conference Proceedings (University Park, Pennsylvania, June 4-7, 1987).
73p. 1mf. L2 ED 286 066
Adult Literacy Education Program. New York State. Participant Data 1985-1986.
32p. 1mf. L1 ED 286 004
Assessment of the Federal Initiative in the Area of Adult Literacy. Staff Report of the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, U.S. House of Representatives, One-Hundredth Congress.
11p. 1mf. L1 ED 286 072
Freire for the Classroom: A Sourcebook for Liberatory Teaching.
237p. mf. L3 ED 286 159
Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program. An Instructional Guide.
76p. 1mf. L1 ED 286 046
Literacy Action. A Resource Book for Colleges and Universities. First Edition.
217p. 3mf. L1 ED 286 040
Literacy Needs Assessment or LNA. A Tool for Assessing the Literacy Needs of a Local Community.
29p. 1mf. L1 ED 285 973
Organizing a Literacy Program for Older Adults. Literacy Education for the Elderly Project.
76p. 1mf. L2 ED 286 001
Summary and Evaluation of the California Literacy Campaign Retreat (Asilomar, California, February 25-27, 1987).
135p. 2mf. L1 ED 286 515
Tutoring Older Adults in Literacy Programs. Literacy Education for the Elderly Project.
36p. 1mf. L2 ED 286 002
Workplace Literacy. Essays from the Model Literacy Project.
374p. 4mf. L1 ED 286 068

Literary History
Regionalist Art and Literature.
25p. 1mf. L1 ED 286 778

Literature
Job Corps GED Competencies Program Guide. ETA Handbook No. 324.
494p. 6mf. L1 ED 286 005
Note on the Rise of the Corporate Mind in Composition Teaching. Revised.
10p. 1mf. L2 ED 286 207
Pennsylvania German Dialect: Past, Present, and Future.
124p. 2mf. L1 ED 286 354

Literature Appreciation
English Language and Literature in EFL Situations.
8p. 1mf. L1 ED 286 377
Literacy and Locality.
74p. 1mf. L1 ED 286 193
Student Achievement Study, 1970-1974. The IEA Six-Subject Data Bank machine-readable data file .
4p. 1mf. L3 ED 286 945

Lobbying
Uncomfortable Marriage: Evangelism and Feminism's Fight against "Dirty Books."
17p. 1mf. L1 ED 286 241

Local History
Amityville: An Overview.
116p. 2mf. L1 ED 286 790
Fort Wayne: Footsteps to the Future.
41p. 1mf. L1 ED 286 799
What Do You Know About Your Own Personal History?
39p. 1mf. L1 ED 286 787

Local Norms
Annual Report of California Achievement Tests Results, 1985-86.
282p. 3mf. L1 ED 286 894
Irving Independent School District: Standardized Test Results, 1985-86.
79p. 1mf. L1 ED 286 893
South Carolina Statewide Testing Program: 1986 Summary Report. Office of Research Report Series, Volume One, Number 88.
215p. 3mf. L1 ED 286 899

Logical Thinking
Difference between Task Understanding and Reasoning Skills in Children's Syllogistic Performance.
27p. 1mf. L1 ED 286 373
Probability Estimation and the Use and Neglect of Base-Rate Information. Technical Report.
49p. 1mf. L1 ED 286 759
Teaching Logical Organization of Ideas in English.
19p. 1mf. L1 ED 286 364

LOGO Programing Language
Teaching of Grade 7 Geometric Concepts Using LOGO.
162p. 2mf. L1 ED 286 715

Loneliness
Child to Parent Disclosure, General-Disclosiveness, and Loneliness.
18p. 1mf. L2 ED 286 212
Parenting on Your Own. Circulars 1245-1258.
110p. 2mf. L1 ED 286 629

Long Range Planning
CEC/NAPSEC Task Force To Develop Guidelines for Effective Cooperation between Public and Private Schools in Meeting Legal and Professional Responsibilities for the Education of Children with Disabilities.
17p. 1mf. L1 ED 286 307

Longitudinal Studies
Data Base Development for Effective Enrollment Management.
33p. 1mf. L1 ED 286 400
OERI Directory of Computer Tapes. May 1987 and Supplement. September 1987.
31p. 1mf. L1 ED 286 475

Loss
Children in Blended and Step Families. Foundation for Child and Youth Studies Selected Papers Number 44.
17p. 1mf. L1 ED 286 579

Louisiana
Analysis of the Non-Promotion of Regular Students Enrolled in Elementary Public Education in Louisiana during the 1983-84 to 1985-86 School Sessions.
44p. 1mf. L1 ED 286 949
Comparative Analysis of Non-Promotions in the Top Eight Major Public School Districts of Louisiana During the School Years of 1983-84 to 1985-86.
50p. 1mf. L1 ED 286 950
Contextual Differences in Effective Schooling in Louisiana.
16p. 1mf. L1 ED 286 272
Early Childhood Development Program, 1986-87. Interim Evaluation Report.
71p. 1mf. L1 ED 286 649

Low Achievement
Computer as a Tool in SAT Preparation.
16p. 1mf. L1 ED 286 932
Toward Motivation To Learn: Explorations of Classrooms with a Learning Orientation.
19p. 1mf. L1 ED 286 591

Low Rent Housing
Jefferson County and Louisville Have Most Segregated Public Housing in Kentucky 1985: Desegregation Accelerates at Most Authorities between July 1984 and July 1985.
74p. 1mf. L2 ED 286 951

Lumber Industry
Social Sciences in Forestry. A Current Selected Bibliography and Index. No. 71.
102p. 2mf. L2 ED 286 718

Lying
Fantasy, Lies and Imaginary Companions. Foundation for Child and Youth Studies Selected Papers Number 45.
22p. 1mf. L1 ED 286 580

Machine Readable Data Files
OERI Directory of Computer Tapes. May 1987 and Supplement. September 1987.
31p. 1mf. L1 ED 286 475

Mailing Lists
OERI Directory of Computer Tapes. May 1987 and Supplement. September 1987.
31p. 1mf. L1 ED 286 475

Maine
Programs That Work: Early Childhood Education Plan Continuing Programs.
18p. 1mf. L1 ED 286 643
Using School Climate Assessments: An Approach to Collaborative School Improvement.
12p. 1mf. L1 ED 286 277

Mainstream English Language Training Projec
MELT Bibliography. Materials Correlated with the Core Curriculum Competencies of the Mainstream English Language Training Project, Office of Refugee Resettlement.
293p. 4mf. L1 ED 286 074

Mainstreaming
Adminstrators' and Teachers' Attitudes Toward Mainstreaming.
26p. 1mf. L1 ED 286 296
Creating Least Restrictive Learning Environments: A Guide for Mainstreaming. Curriculum Bulletin, 1977-78 Series, No. 10.
179p. 2mf. L2 ED 286 336
Effects of Familiarity on the Success of Children's Help-Seeking.
21p. 1mf. L1 ED 286 640
Enhancing Children's Acceptance of Diverse Peers: Interaction Patterns in Two Mainstreamed Multicultural Day Care Centers.
32p. 1mf. L1 ED 286 653
Handbook on Mainstreaming Handicapped Students in Vocational Education. Second Edition.
33p. 1mf. L1 ED 286 079

Maintenance
Survey of 154 Randomly Selected Libraries in the State of New York Concerning Their Acquisition and Treatment of Computer Software.
177p. 2mf. L1 ED 286 506

Majors (Students)
Access and Advisement in Irish Higher Education: An American Perspective.
12p. 1mf. L1 ED 286 405
Index of Majors, 1986-87. Ninth Edition.
769p. 9mf. L2 ED 286 387
Less-Than-4-Year Awards in Institutions of Higher Education: 1983-85.
67p. 1mf. L1 ED 286 540

Malawi
Malawi 1984 Final Training Report. Volume I: Administrative Summary. Volume II: Details of Sessions and Experiences.
280p. 3mf. L1 ED 285 968

Maldives
Innovation in Primary School Construction: Maldives Community Schools. Educational Building Report 12.
74p. 1mf. L2 ED 286 664

Males
- Alcoholism as a Discrete Personality Variable: Implications for its Heritability and Treatment. 17p. 1mf. L1 ED 286 121
- Analysis of the Non-Promotion of Regular Students Enrolled in Elementary Public Education in Louisiana during the 1983-84 to 1985-86 School Sessions. 44p. 1mf. L1 ED 286 949
- Male-Female Differences in Work Experience, Occupation, and Earnings: 1984. Data from the Survey of Income and Program Participation. 49p. 1mf. L1 ED 286 070
- Racial Differentials in Younger Male Occupational Mobility Over the Business Cycle, 1966-1975. 11p. 1mf. L1 ED 286 969

Management Information Systems
- Data Base Development for Effective Enrollment Management. 33p. 1mf. L1 ED 286 400

Management Systems
- Educational Accountability and the Need for Comprehensive Evaluation in TAFE. 88p. 1mf. L1 ED 286 053

Manufacturing
- Employment Opportunities for the Handicapped in Programmable Automation. 6p. 1mf. L1 ED 286 322

Map Skills
- Distance Education for Teaching Map Use Skills: An Introduction. 6p. 1mf. L1 ED 286 482

Market Analysis
- Impact of Central City Newspaper Market Structure on Suburban Newspaper Existence and Circulation. 23p. 1mf. L1 ED 286 175

Marketing
- Challenging the Future. The University Marketing Report, 1985. 339p. 4mf. L1 ED 286 395
- Changes in United States Advertising 1976-1986 (a la Studs Terkel). 26p. 1mf. L1 ED 286 177
- Health Care Marketing: Opinions of Providers. North Dakota Economic Studies, Number 46. 91p. 1mf. L1 ED 286 119
- Teaching and Serving Adults through Vocational-Technical Education. 31p. 1mf. L1 ED 286 043

Mass Media
- "All in the Family" in Context: A Unified Model of Media Studies Applied to Television Criticism. 26p. 1mf. L1 ED 286 240
- Eighties' Film Noir: An Analysis of the Use of the "Double" in "Miami Vice's" Second and Third Seasons. 29p. 1mf. L1 ED 286 226

Mass Media Effects
- Changes in United States Advertising 1976-1986 (a la Studs Terkel). 26p. 1mf. L1 ED 286 177
- Effects of Television on Children. Foundation for Child and Youth Studies Selected Papers Number 47. 21p. 1mf. L1 ED 286 577
- Inferential Judgments Affecting the Decision-Making Process in the Attorney General's Commission on Pornography. 34p. 1mf. L1 ED 286 244
- Media Frames and the Definition of a Foreign Social Movement. 46p. 1mf. L1 ED 286 239
- Viewers, Readers, and Jawboners: The Use of Political Information Channels during Off-Year Elections in the Southeast. 20p. 1mf. L1 ED 286 217
- You Are What Advertisers Want You To Eat. 13p. 1mf. L1 ED 286 857

Massachusetts
- Partnerships for Day Care: Final Report of the Governor's Day Care Partnership Initiative. 89p. 1mf. L1 ED 286 625

Massachusetts Board of Regents of Higher Ed
- Agreement between the Board of Regents of Higher Education and the Massachusetts Teachers Association/NEA, State Colleges of Massachusetts, April 23, 1977-June 30, 1989. 374p. 4mf. L1 ED 286 438

Masters Degrees
- Trends in Bachelors and Higher Degrees, 1975-1985. 48p. 1mf. L1 ED 286 420

Masters Programs
- Evaluation of the Management Training and the Career Anchors of a Group of MBA/MBL Graduates. 184p. 2mf. L1 ED 286 404

Mastery Learning
- Application of Mastery Learning Theory to Full- and Half-Day Kindergarten Research. 20p. 1mf. L1 ED 286 623
- Educational Accountability. ERIC Digest. 3p. 1mf. L1 ED 286 551

Mastery Tests
- Construction of Tests in the Cognitive and Psychomotor Domains for Skin and Scuba Diving. 21p. 1mf. L1 ED 286 831
- Improving the Validity of Classification Decisions on the Basis of Competency Test Performance by Means of Self Correction. 12p. 1mf. L1 ED 286 912

Material Development
- Computer Assisted Learning in Basic Adult Education. Commissioned Research. 14p. 1mf. L1 ED 286 062
- Utilization of New Technologies to Improve Instruction for Limited English Proficient Adults. 143p. 2mf. L1 ED 285 977

Maternity Benefits
- Back to Work: A Guide for Expectant and New Working Parents. 158p. 2mf. L1 ED 286 619

Mathematical Concepts
- Change in Emphasis (Mathematics in the Transition Years, Grades 7 & 8). 96p. 1mf. L2 ED 286 741
- Measuring Computational Estimation Processes. 45p. 1mf. L1 ED 286 929

Mathematical Enrichment
- Math Space Mission. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project. 322p. 4mf. L2 ED 286 719
- Quincy Market. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project. 205p. 3mf. L2 ED 286 721
- Sports Shorts. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project. 319p. 4mf. L2 ED 286 720
- Superstars II, Intermediate. A Standards of Excellence Curriculum Project for Intermediate-Level Students. 267p. 3mf. L1 ED 286 740
- Superstars II, Primary. A Standards of Excellence Curriculum Project for Primary-Level Students. 337p. 4mf. L1 ED 286 739

Mathematics Achievement
- Evaluation of the Newark School District Twice-Retained Program 1985-1986. DRET Report No. 34. 81p. 1mf. L1 ED 286 887
- Improving Math Performance through a Peer Tutoring Program. 29p. 1mf. L1 ED 286 735
- Reaching Math Potential. 178p. 2mf. L1 ED 286 709
- Second IEA Mathematics Study. Sampling Report. 229p. 3mf. L1 ED 286 708
- Second International Mathematics Study; Longitudinal, Classroom Process Surveys for Population A: Students, Teachers, and Schools, 1981-1982 machine-readable data file . 193p. 3mf. L3 ED 286 769

Mathematics Curriculum
- Applied Academics. Applied Mathematics: Carpentry. Curriculum Bulletin VE-36. 160p. 2mf. L2 ED 286 748
- Applied Academics. Applied Mathematics: Drafting. Curriculum Bulletin VE-53. 206p. 3mf. L2 ED 286 750
- Applied Academics: Applied Mathematics: Communications Electronics. Bulletin VE-38. 260p. 3mf. L2 ED 286 749
- Teaching Mathematics in Grades K-8. Research Based Methods. 485p. mf. L3 ED 286 753
- Teaching Mathematics 5 to 11. 151p. mf. L3 ED 286 726

Mathematics Education
- Second International Mathematics Study. Training Manual for Use of the Databank of the Longitudinal, Classroom Process Surveys for Population A in the IEA Second International Mathematics Study. Contractor's Report. 109p. 2mf. L1 ED 286 707

Mathematics Education Research
- Reaching Math Potential. 178p. 2mf. L1 ED 286 709

Mathematics Instruction
- Applied Academics. Applied Mathematics: Drafting. Curriculum Bulletin VE-53. 206p. 3mf. L2 ED 286 750
- Applied Academics: Applied Mathematics: Communications Electronics. Bulletin VE-38. 260p. 3mf. L2 ED 286 749
- Evaluation of the Hinsdale School District 181 Telewriter Program. 32p. 1mf. L1 ED 286 731
- Improving Math Performance through a Peer Tutoring Program. 29p. 1mf. L1 ED 286 735
- Job Corps GED Competencies Program Guide. ETA Handbook No. 324. 494p. 6mf. L1 ED 286 005
- Math Space Mission. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project. 322p. 4mf. L2 ED 286 719
- Mathematics Staff Development Program, Grades 3 and 6, 1986-1987. Volume 2. 193p. 3mf. L2 ED 286 768
- Mathematics: Videotapes for Inservice Training for Active Learning. VITAL Series. 43p. 1mf. L2 ED 286 752
- Measuring Computational Estimation Processes. 45p. 1mf. L1 ED 286 929
- New Teachers Mathematics Staff Development, Junior High School. 191p. 2mf. L2 ED 286 766
- New Teachers Mathematics Staff Development, High School. 186p. 2mf. L2 ED 286 765
- New Teachers Mathematics Staff Development, Grades 3-6. 245p. 3mf. L2 ED 286 767
- One Hand at a Time. Using a One-Handed Clock To Teach Time-Telling Skills. Primary Grades. 101p. 2mf. L2 ED 286 716
- Quincy Market. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project. 205p. 3mf. L2 ED 286 721
- Sports Shorts. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project. 319p. 4mf. L2 ED 286 720
- Staff Development Project--Mathematics. Grades K-6. Revision. 450p. 5mf. L1 ED 286 725
- Teaching Mathematics in Grades K-8. Research Based Methods. 485p. mf. L3 ED 286 753
- Teaching Mathematics 5 to 11. 151p. mf. L3 ED 286 726
- Teaching of Grade 7 Geometric Concepts Using LOGO. 162p. 2mf. L1 ED 286 715
- Videodisc Education in Adult Basic Education. A 310 Special Demonstration Project, 1986-1987. Final Report. 11p. 1mf. L1 ED 286 573

Mathematics Skills
- Change in Emphasis (Mathematics in the Transition Years, Grades 7 & 8). 96p. 1mf. L2 ED 286 741
- Cognitive Arithmetic: Evidence for the Development of Automaticity. 10p. 1mf. L1 ED 286 732
- Improving Math Performance through a Peer Tutoring Program. 29p. 1mf. L1 ED 286 735
- One Hand at a Time. Using a One-Handed Clock To Teach Time-Telling Skills. Primary Grades. 101p. 2mf. L2 ED 286 716
- Study of the Relationship between Reading, Computational, and Critical Thinking Skills and Academic Success in Fundamentals of Chemistry. 8p. 1mf. L1 ED 286 569
- Superstars II, Intermediate. A Standards of Excellence Curriculum Project for Intermediate-Level Students. 267p. 3mf. L1 ED 286 740
- Superstars II, Primary. A Standards of Excellence Curriculum Project for Primary-Level Students. 337p. 4mf. L1 ED 286 739

Mathematics Teachers
- Alternative Certification Program for Critical Teaching Fields. 183p. 2mf. L1 ED 286 730
- New Teachers Mathematics Staff Development, High School. 186p. 2mf. L2 ED 286 765
- Second International Mathematics Study; Longitudinal, Classroom Process Surveys for Population A: Students, Teachers, and Schools, 1981-1982 machine-readable data file . 193p. 3mf. L3 ED 286 769

Mathematics Tests
- Equating of 1985 to 1986 Citywide Reading and Mathematics Tests. 61p. 1mf. L1 ED 286 903

Meal Patterns
- Homemaking Practices and Evening Meals in Married and Separated Families with Young Children. 27p. 1mf. L1 ED 286 604

Measurement Objectives
- Emerging with Honour from a Dilemma Inherent in the Validation of Educational Achievement Measures. 9p. 1mf. L1 ED 286 904
- Riding the Rasch Tiger. Part 1: Laying the Item Bank Foundation (Paul Volker Would Approve). 38p. 1mf. L1 ED 286 921

Measurement Techniques
- Alternative Methods for Calculating Intercoder Reliability in Content Analysis: Kappa, Weighted Kappa and Agreement Charts Procedures. 22p. 1mf. L1 ED 286 173
- Estimating the Reliability of Dynamic Variables Requiring Rater Judgment: A Generalizability Paradigm. 23p. 1mf. L1 ED 286 902

Media Adaptation
- Using an Integrated Model Incorporating Material Modification and Direct Teaching to Remediate an At-Risk Student. 20p. 1mf. L1 ED 286 878

Media Frames
- Media Frames and the Definition of a Foreign Social Movement. 46p. 1mf. L1 ED 286 239

Media Role
- Viewers, Readers, and Jawboners: The Use of Political Information Channels during Off-Year Elections in the Southeast. 20p. 1mf. L1 ED 286 217

Media Selection
- Connecticut Special Education Network for Software Evaluation (ConnSENSE). 7p. 1mf. L1 ED 286 319

Media Specialists
- Evaluation of the Media Services Program. 102p. 2mf. L1 ED 286 485

Medicaid
- Medicaid: Determining Cost-Effectiveness of Home and Community-Based Services. Report to the Administrator, Health Care Financing Administration, Department of Health and Human Services. 21p. 1mf. L1 ED 286 084

Medical Care Evaluation
- OTA Study on Indian Health Care. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, Second Session (February 20, 1986). 59p. 1mf. L1 ED 286 699

Medical Education
- Medicine Handbook. 86p. 1mf. L1 ED 286 418
- Robert Wood Johnson Foundation Special Report Number One. The Foundation's Minority Medical Training Programs. 25p. 1mf. L1 ED 286 410

Medical Evaluation
- On-Line Representation of a Clinical Case and the Development of Expertise. 25p. 1mf. L1 ED 286 527

Medical Services
- Health Occupations. Arkansas Public School Course Content Guide. 13p. 1mf. L1 ED 285 982
- Nursing Care. Summary of a European Study. A Study of People's Needs for Nursing Care and of the Planning, Implementation and Evaluation of Care Provided by Nurses in Two Selected Groups of People in the European Region. 84p. 1mf. L2 ED 286 034

Meese Commission on Pornography
- Inferential Judgments Affecting the Decision-Making Process in the Attorney General's Commission on Pornography. 34p. 1mf. L1 ED 286 244

Meitei
- Some Aspects of Meitei Phonology. 24p. 1mf. L1 ED 286 374

Melody Recognition
- Recognition of Melodies by Humans and by Machine. 25p. 1mf. L1 ED 286 476

Memory
- Cognitive Arithmetic: Evidence for the Development of Automaticity. 10p. 1mf. L1 ED 286 732
- From General Theories to Specific Models: Successive Approximations to a Working-Memory Model of the Planning of Children's Drawings. 103p. 2mf. L1 ED 286 594
- Learning and Memory: Implications for Teaching Adults. A Background Paper on Teaching Adults Prepared for Public Service Instructors, Vocational Teachers, and Vocational Administrators in West Virginia. 20p. 1mf. L1 ED 286 042

Mental Disorders
- Bridging the Technological Gap. 7p. 1mf. L1 ED 286 323

Mental Health Clinics
- To Report or Not To Report: Further Studies of Mental Health Professionals and Child Abuse. 11p. 1mf. L1 ED 286 140

Mental Retardation
- Abuse of Mentally Retarded Persons: Characteristics of the Abused, the Abuser, and the Informer. 24p. 1mf. L1 ED 286 313
- Wyatt v. Stickney: A Consent Decree. 23p. 1mf. L1 ED 286 314

Mentors
- Passing the Torch: Retired Teachers as Mentors for New Teachers. 54p. 1mf. L1 ED 286 863

Merit Pay
- Performance-Based Compensation Models: Status and Potential for Implementation. 48p. 1mf. L1 ED 286 286

Merriam Center Library IL
- Macintoshed Library: Uses of the Apple Macintosh in a Special Library. First Edition. 21p. 1mf. L1 ED 286 501

Meta Analysis
- Comparison of Three Integrative Review Methods: Different Methods, Different Findings? 24p. 1mf. L1 ED 286 911
- Methodology and Outcomes of Research on Modifying Attitudes Toward Persons with Disabilities: A Comprehensive, Systematic Review. 57p. 1mf. L1 ED 286 335

Metacognition
- Formats for Assessing Students' Self-Assessment Abilities. 30p. 1mf. L1 ED 286 302

Metacommunication
- Negotiation and Enactment in Social Pretend Play: Relations to Social Acceptance and Social Cognition. 24p. 1mf. L1 ED 286 630

Metalinguistics
- Development of Concrete and Abstract Noun Definitions: A Metalinguistic Analysis. 50p. 1mf. L1 ED 286 171

Metaphors
- Ethnography and School Improvement Research: Analyzing Metaphoric Language in the Interpretation of Instructional Leadership. 33p. 1mf. L1 ED 286 281
- God's Line Is Never Busy: Stories and Metaphors in Two Southern Appalachian Churches. 33p. 1mf. L1 ED 286 234
- Rhetorical Icon: Toward an Iconological Theory of U.S. Foreign Policy. 23p. 1mf. L1 ED 286 231

Metropolitan Areas
- Impact of Intercity Competition on Daily Newspaper Content. 29p. 1mf. L1 ED 286 174

Mexican Americans
- Identifying Anglo, Mexican American and American Indian Respondents for a Study of Recent Widows: Suggestions for Future Researchers. Working Paper No. 23. 19p. 1mf. L1 ED 286 668
- Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies. ERIC Digest. 4p. 1mf. L1 ED 286 705

Mexico
- Contrasting Childrearing Beliefs: Mothers and Preschool Teachers in Mexico. 39p. 1mf. L1 ED 286 614

Michigan
- Health Services for Children with Special Needs: Report of the Division of Services to Crippled Children for the Fiscal Years, 1984-1985, 1985-1986. 29p. 1mf. L1 ED 286 292
- Michigan Household Hazardous Substance Handbook. 145p. 2mf. L1 ED 286 717

Microcomputer Student Ratio
- Instructional Computers in the Cincinnati Public Schools. 22p. 1mf. L1 ED 286 499

Microcomputers
- Adoption Process for Personal Computers by Faculties in Business Administration and Teacher Education at the College and University Level. 97p. 2mf. L1 ED 286 417
- Bilingual Microcomputer Business Skills Course. Vol. III. Joint Lesson 15-19. 221p. 3mf. L1 ED 286 025
- Bilingual Microcomputer Business Skills Course. Vol. II. Joint Lesson 8-14. 323p. 4mf. L1 ED 286 024
- Bilingual Microcomputer Business Skills Course. Vol. I. Joint Lesson 1-7. 387p. 5mf. L1 ED 286 023
- Bridging the Technological Gap. 7p. 1mf. L1 ED 286 323
- Computer Assisted Learning in Basic Adult Education. Commissioned Research. 14p. 1mf. L1 ED 286 062
- Educational Service Agencies and Media Technology in the United States. 104p. 2mf. L1 ED 286 483
- Effect of Microcomputers in the Home on Computer Literacy Test Scores. 26p. 1mf. L1 ED 286 491
- Evaluation of the 1983-84 ECIA, Chapter II Computer Education Project. 14p. 1mf. L1 ED 286 484
- Instructional Computers in the Cincinnati Public Schools. 22p. 1mf. L1 ED 286 499
- Introduction to the Atari Computer. A Program Written in the Pilot Programming Language. 6p. 1mf. L1 ED 286 486
- Learning Disabled Student Use of Microcomputers in Learning Disabilities Programs at California Community Colleges. 15p. 1mf. L1 ED 286 563
- Machine Dreams: Computers in the Fantasies of Young Adults. 68p. 1mf. L1 ED 286 493
- Macintoshed Library: Uses of the Apple Macintosh in a Special Library. First Edition. 21p. 1mf. L1 ED 286 501
- Microcomputer Hardware and Software Directory: Guidance and Counseling Services in Virginia. 120p. 2mf. L1 ED 286 101
- Microcomputer Use in Learning Disabilities Programs at California Community Colleges. 36p. 1mf. L1 ED 286 564
- Using the Appleworks Word Processor (A Self-Paced Manual). 27p. 1mf. L1 ED 286 477

Microforms
- Microforms in Series Union List. 25p. 1mf. L1 ED 286 525
- Sources for Women's History in the Microtext Department of the Sterling C. Evans Library at Texas A&M University. Volume I and Volume II. 83p. 1mf. L1 ED 286 530

Middle Aged Adults
- Mature/Older Job Seeker's Guide. 131p. 2mf. L2 ED 286 003

Middle Class
- Contextual Differences in Effective Schooling in Louisiana. 16p. 1mf. L1 ED 286 272

Midlife Transitions
- Factors Influencing Vocational Teachers' Mid-Life Career Decisions. 17p. 1mf. L1 ED 286 035

Migrant Children
- Migrant Student Record Transfer System: What Is It and Who Uses It? ERIC Digest. 4p. 1mf. L1 ED 286 700

Migrant Education
- Juegos, Canciones, Poemas y Adivinanzas (Games, Songs, Poems and Riddles). 70p. 1mf. L1 ED 286 693
- Migrant Student Record Transfer System: What Is It and Who Uses It? ERIC Digest. 4p. 1mf. L1 ED 286 700
- Resource Guide for Teachers and Health Providers. 245p. 3mf. L1 ED 286 694
- Schools, Space and Social Policy: Educational Provision for the Children of Migrant Workers in Munich. International Monographs in Community and Educational Policy Studies. 47p. mf. L3 ED 286 662
- Utilizing Available Resources at the Local Level. Fact Sheet. 4p. 1mf. L1 ED 286 702

Migrant Health Services
- Resource Guide for Teachers and Health Providers. 245p. 3mf. L1 ED 286 694

Migrant Student Record Transfer System
- Migrant Student Record Transfer System: What Is It and Who Uses It? ERIC Digest. 4p. 1mf. L1 ED 286 700
- Resource Guide for Teachers and Health Providers. 245p. 3mf. L1 ED 286 694

Migrants
- Utilizing Available Resources at the Local Level. Fact Sheet. 4p. 1mf. L1 ED 286 702

Migration
- People Extra: North Dakota and United States Situational Issues Related to and Influences upon--Families (Single Persons, Single Parents, Parent-Child, Married). 31p. 1mf. L1 ED 286 595

Migration Patterns
- Social and Economic Significance of Human Migration in the Western Region. Bulletin 859. 36p. 1mf. L1 ED 286 669

Mild Mental Retardation
- Some Outcomes of an Employment-Oriented Post-Secondary Training Program for Educably Mentally Handicapped Adults. 28p. 1mf. L1 ED 286 069

Minicourses
- Alumni Continuing Education. 311p. mf. L3 ED 286 397
- Videodisc Education in Adult Basic Education. A 310 Special Demonstration Project, 1986-1987. Final Report. 11p. 1mf. L1 ED 286 573

Minimum Competencies
- Adult Survival Skills Assessment. 32p. 1mf. L2 ED 286 047
- Beginning Teacher Assistance Program. Questions and Answers about the Assessment and Assistance Components. 24p. 1mf. L1 ED 286 851
- Exploratory Coordinated Career Education. Arkansas Public School Course Content Guide. 12p. 1mf. L1 ED 285 978
- Home Economics. Arkansas Public School Course Content Guide. 58p. 1mf. L1 ED 285 980
- Superstars II, Intermediate. A Standards of Excellence Curriculum Project for Intermediate-Level Students. 267p. 3mf. L1 ED 286 740
- Superstars II, Primary. A Standards of Excellence Curriculum Project for Primary-Level Students. 337p. 4mf. L1 ED 286 739

Minimum Competency Testing
- Educational Accountability. ERIC Digest. 3p. 1mf. L1 ED 286 551
- Effects of Time Limits on the Quality of Student-Written Essays. Revised. 20p. 1mf. L1 ED 286 936
- Irving Independent School District: Standardized Test Results, 1985-86. 79p. 1mf. L1 ED 286 893
- Legal Issues in Minimum Competency Testing. ERIC Digest. 3p. 1mf. L1 ED 286 942
- School and College Competency Testing Programs: Perceptions and Effects on the Black Students in Louisiana and North Carolina. 322p. 4mf. L1 ED 286 960
- Teacher Competency Testing. ERIC Digest. 4p. 1mf. L1 ED 286 944

Minnesota
- Developing and Improving Your Total Special Education System. Volume 1. 711p. 8mf. L2 ED 286 334
- Minnesota Technology Demonstration Sites. 51p. 1mf. L1 ED 286 470

Minority Group Children
- Multicultural Education. 351p. 4mf. L1 ED 286 991

Minority Group Teachers
- Educators 2000: A Joint Effort To Recruit Minorities into Teacher Education. 34p. 1mf. L1 ED 286 862

Minority Groups
- Effective Education: A Minority Policy Perspective. Contributions to the Study of Education, Number 20. 140p. mf. L3 ED 286 964
- Higher Education Today: Facts in Brief. 60p. 1mf. L2 ED 286 390
- Minority Students in CEDA Debate: Involvement, Success, and Barriers. 19p. 1mf. L1 ED 286 253
- Psychosocial and Academic Effects of an Intervention Program among Minority School Children. 20p. 1mf. L1 ED 286 946
- Robert Wood Johnson Foundation Special Report Number One. The Foundation's Minority Medical Training Programs. 25p. 1mf. L1 ED 286 410
- Select Program in Science and Engineering. SPISE and SPISE-EXTENDED. Ninth Annual Report 1986-1987. 37p. 1mf. L1 ED 286 738
- Workplace Literacy. Essays from the Model Literacy Project. 374p. 4mf. L1 ED 286 068

Misconceptions
- Emerging Consensus in Novice Physics Problem Solving Research. 20p. 1mf. L1 ED 286 733
- Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconceptions Research. ERIC/SMEAC Science Education Digest No. 2, 1987. 3p. 1mf. L1 ED 286 757
- Using Analogical Reasoning to Deal with "Deep" Misconceptions in Physics. 20p. 1mf. L1 ED 286 745

Mississippi
- Dropout Prevention Model, Baldwyn High School, Baldwyn, Mississippi. 11p. 1mf. L1 ED 286 262
- Staff Development Project--Mathematics. Grades K-6. Revision. 450p. 5mf. L1 ED 286 725

Mobile Educational Services
- Delivery of TAFE Services to People in Remote Areas--A Case Study with Generalisations. 200p. 3mf. L1 ED 286 058

Mock Trials
- Mock Jury Decision Process as a Function of Assigned Social Decision Rule. 39p. 1mf. L1 ED 286 238

Modals (Verbs)
- What Variability Can Reveal: Translating into the Foreign Language. 10p. 1mf. L1 ED 286 367

Models
- "All in the Family" in Context: A Unified Model of Media Studies Applied to Television Criticism. 26p. 1mf. L1 ED 286 240
- "When God Is Manly, All Men Are God-Like": A Rhetorical Analysis of the Protestant Christian Feminist Movement. 26p. 1mf. L1 ED 286 215
- Articulation Model for Advanced Placement of Students in Technical Colleges. 18p. 1mf. L1 ED 286 028
- Field Based Model for Delivery of Preservice and Inservice Training for International School District Personnel in Remote Areas. 10p. 1mf. L1 ED 286 837
- From General Theories to Specific Models: Successive Approximations to a Working-Memory Model of the Planning of Children's Drawings. 103p. 2mf. L1 ED 286 594
- Health Communication: Two Case Studies--Multiple Sclerosis and Epstein-Barr Virus. 23p. 1mf. L1 ED 286 232
- Method Experts Use To Evaluate the Validity of Models Used as Problem Representations in Science and Mathematics. 26p. 1mf. L1 ED 286 744
- Model Code of Ethics for the Use of Computers in Education. 21p. 1mf. L1 ED 286 461
- Observed Methods for Generating Analogies in Scientific Problem Solving. 43p. 1mf. L1 ED 286 746
- Outward Efficiency of Schools. 12p. 1mf. L1 ED 286 290
- Paradigmatic and Presumptive Shifts: Thomas Kuhn and Richard Whately in Tandem. 23p. 1mf. L1 ED 286 223
- Self-Awareness Process in the Effective Psychotherapist. 16p. 1mf. L1 ED 286 098
- Understanding the Operational Model of Self-Concept: An Educational Approach. 15p. 1mf. L1 ED 286 848
- Using Analogical Reasoning to Deal with "Deep" Misconceptions in Physics. 20p. 1mf. L1 ED 286 745

Modern Languages
- Modern Languages for Communication. New York State Syllabus. 48p. 1mf. L1 ED 286 378

Money Management
- College Cost Book, 1986-87. Seventh Edition. 310p. 4mf. L2 ED 286 385
- Consumer Issues: Credit Usage, Money Management, and Bankruptcy. 9p. 1mf. L1 ED 286 075

Montana
Teacher Tenure in Montana: An Investigation of the Laws and Issues. A Report to the 49th Legislature Joint Interim Subcommittee No. 4.
61p. 1mf. L1 ED 286 288

Montana University System
Collective Bargaining Agreement between Montana University System and the Northern Montana College Federation of Teachers, July 1, 1985-June 30, 1987.
62p. 1mf. L1 ED 286 439

Montgomery County Public Schools MD
Annual Report of California Achievement Tests Results, 1985-86.
282p. 3mf. L1 ED 286 894

Moraine Park Technical Institute WI
American Nanny: Opportunities, Training and Placement.
14p. 1mf. L1 ED 286 622

Moral Development
Conception of Preconventional Morality: Some Further Doubts.
28p. 1mf. L1 ED 286 602

Moral Reasoning
Conception of Preconventional Morality: Some Further Doubts.
28p. 1mf. L1 ED 286 602

Moral Values
Reasoning about School Rules: A Study of Adolescents with Antisocial Behaviors.
26p. 1mf. L2 ED 286 087
Report of the Proceedings of the Conference on the Future World of Work (St. Louis, Missouri, October 12, 1984).
92p. 1mf. L1 ED 285 984

Moray House College of Education (Scotland)
Values and Commitments Underlying Discussion. Professional Development on Discussion: Group Images in Action.
14p. 1mf. L1 ED 286 841

Morphemes
Acquisition of English Derivational Morphology. Technical Report No. 407.
33p. 1mf. L1 ED 286 167
Finnish Particle Clitics and General Clitic Theory. Working Papers in Linguistics No. 33.
171p. 2mf. L1 ED 286 381
Studies on Language Change. Working Papers in Linguistics No. 34.
171p. 2mf. L1 ED 286 382

Morphology (Languages)
Acquisition of English Derivational Morphology. Technical Report No. 407.
33p. 1mf. L1 ED 286 167
Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). University of Cape Town School of Librarianship Continuing Education Series Number 1.
222p. 3mf. L1 ED 286 383
Finnish Particle Clitics and General Clitic Theory. Working Papers in Linguistics No. 33.
171p. 2mf. L1 ED 286 381
Studies on Language Change. Working Papers in Linguistics No. 34.
171p. 2mf. L1 ED 286 382

Morphophonemics
Some Aspects of Meitei Phonology.
24p. 1mf. L1 ED 286 374

Mother Attitudes
Home Environment Factors as Predictors of Child Adjustment in Mother-Employed Households: Results of a Nationwide Study.
26p. 1mf. L1 ED 286 581

Mothers
Contrasting Childrearing Beliefs: Mothers and Preschool Teachers in Mexico.
39p. 1mf. L1 ED 286 614
Employment-Focused Programs for Adolescent Mothers.
55p. 1mf. L1 ED 286 118
Joining Incarcerated Mothers with Their Children: Evaluation of the Lancaster Visiting Cottage Program: Executive Summary.
11p. 1mf. L1 ED 286 107
Maternal Attachment Behaviors with Adopted and Birth Infants.
15p. 1mf. L1 ED 286 588
Maternal Employment, Maternal Role Satisfaction and Early Adolescent Outcomes.
35p. 1mf. L1 ED 286 655

Mothers Against Drunk Driving
Assessing the Effects of Grass Roots Drunk Driving Prevention Programs: First Facts. Report from the Drunk Driving Prevention Project.
55p. 1mf. L1 ED 286 102

Motivation
Sport Participants' Achievement Goal Orientations and Projected Reasons for Discontinuing Sport Participation.
12p. 1mf. L1 ED 286 846

Motivation Techniques
Motivating American Indians into Graduate Studies. ERIC Digest.
4p. 1mf. L1 ED 286 703
Motivating Students to Learn: An Experiment in Junior High Social Studies Classes. Research Series No. 183.
121p. 2mf. L1 ED 286 882
Student Motivation.
14p. 1mf. L2 ED 286 284
Using Incentives To Promote Employee Health. WBGH Worksite Wellness Series.
44p. 1mf. L2 ED 286 013

Motor Development
Children in Motion.
15p. 1mf. L1 ED 286 853

Mount Royal College (Alberta)
Student Flow Model: Issues and Recommendations.
20p. 1mf. L1 ED 286 426

Mountaineering
Bergsteigen in den Alpen (Mountain Climbing in the Alps).
6p. 1mf. L1 ED 286 358

Multicultural Education
Cultural Pluralism and the Schools: Theoretical Implications for the Promotion of Cultural Pluralism.
40p. 1mf. L1 ED 286 791
Education in and for a Multicultural Society: Issues and Strategies for Policy Making.
72p. 1mf. L1 ED 286 259
Multicultural Education.
351p. 4mf. L1 ED 286 991

Multisensory Learning
Analytic Study of the Efficacy of Black-and-White Pictorial Instruction on Achievement.
19p. 1mf. L1 ED 286 252

Music
Children's Perception of Musical Sequences.
13p. 1mf. L1 ED 286 605
Microforms in Series Union List.
25p. 1mf. L1 ED 286 525
Recognition of Melodies by Humans and by Machine.
25p. 1mf. L1 ED 286 476
Volkstanze (Folk Dances).
27p. 1mf. L2 ED 286 362

Music Education
Teaching Piano Students with Learning Disabilities.
16p. 1mf. L1 ED 286 298
What Place for the Arts?
17p. 1mf. L1 ED 286 805

Music Teachers
Teaching Piano Students with Learning Disabilities.
16p. 1mf. L1 ED 286 298

Musical Instruments
Teaching Piano Students with Learning Disabilities.
16p. 1mf. L1 ED 286 298

Mythology
World Full of Stories. An Annotated Bibliography of Folk Literature. Traditional Literature and Folklore in Library and Storytelling Programs.
158p. 2mf. L1 ED 286 531

Nannies
American Nanny: Opportunities, Training and Placement.
14p. 1mf. L1 ED 286 622

Nation at Risk (A)
Measurement Implications of "A Nation at Risk." ERIC Digest.
4p. 1mf. L1 ED 286 943

National Commission on Excellence in Educat
Measurement Implications of "A Nation at Risk." ERIC Digest.
4p. 1mf. L1 ED 286 943

National Commission Reports
Leaders for America's Schools. The Report of the National Commission on Excellence in Educational Administration.
65p. 1mf. L1 ED 286 265

National Competency Tests
Measurement Implications of "A Nation at Risk." ERIC Digest.
4p. 1mf. L1 ED 286 943

National Libraries
Annual Report of the Librarian of Congress, 1986. For the Fiscal Year Ending September 30, 1986.
234p. 3mf. L1 ED 286 534
Library of Congress 1986. A Brief Summary of the Major Activities for the Fiscal Year Ending September 30, 1986.
38p. 1mf. L1 ED 286 535

National Longitudinal Study High School Cla
National Longitudinal Study (NLS) of the High School Class of 1972. Basic Institutional Source File machine-readable data file .
28p. 1mf. L3 ED 286 458

National Science Foundation
Towards a National Policy for Undergraduate Science Education: With the Recommendations of the National Higher Education Associations' Task Force. ACE Special Report.
30p. 1mf. L1 ED 286 384

National Security
American History and National Security: Supplementary Lessons for High School Courses.
222p. 3mf. L2 ED 286 809

National Surveys
Planned Parenthood Harris Poll Findings: Teens' Sexuality Knowledge and Beliefs.
38p. 1mf. L1 ED 286 086
Trends in the Chemical Industry. 1987 Survey of ACS Corporation Associates.
90p. 1mf. L2 ED 286 724

National Technical Information Service
Collection Building vs. Document Delivery: An Evaluation of Methods To Provide NTIS Documents in an Academic Engineering Library.
82p. 1mf. L1 ED 286 510

Native Language Instruction
Hupa Activity Book.
203p. 3mf. L1 ED 286 691

Natural Resources
Social Sciences in Forestry. A Current Selected Bibliography and Index. No. 71.
102p. 2mf. L2 ED 286 718

Nature of Scientific Knowledge Scale
Effect of Teachers' Language on Students' Conceptions of the Nature of Science.
20p. 1mf. L1 ED 286 734

NEA Contracts
Agreement between Association of Pennsylvania State College and University Faculties (APSCUF) and State System of Higher Education (SSHE), July 1, 1985-June 30, 1987.
85p. 1mf. L2 ED 286 455
Agreement between Board of Trustees of Nebraska State Colleges and the State College Education Association, July 1, 1986-June 30, 1989.
26p. 1mf. L1 ED 286 444
Agreement between the Board of Regents of Higher Education and the Massachusetts Teachers Association/NEA, State Colleges of Massachusetts, April 23, 1977-June 30, 1989.
374p. 4mf. L1 ED 286 438
Agreement between the Board of Trustees of the California State University and the California Faculty Association, Unit 3, Faculty, July 1, 1987-June 30, 1991.
130p. 2mf. L1 ED 286 443
Agreement between the Board of Trustees of the University of Massachusetts on Behalf of the Board of Regents of Higher Education and the Massachusetts Society of Professors Faculty Staff Union/MTA/NEA.
137p. 2mf. L1 ED 286 442
Agreement between University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii, 1987-1989.
99p. 2mf. L1 ED 286 449
Agreement between Western Oregon State College Federation of Teachers and Western Oregon State College, July 1, 1985-June 30, 1987.
33p. 1mf. L1 ED 286 451
Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association, 1986-1989.
66p. 1mf. L1 ED 286 447
Collective Bargaining Agreement between Association of Professors, Southern Oregon State College, and Southern Oregon State College, November 27, 1985-June 30, 1987.
36p. 1mf. L2 ED 286 450
Collective Bargaining Agreement between Montana University System and the Northern Montana College Federation of Teachers, July 1, 1985-June 30, 1987.
62p. 1mf. L1 ED 286 439
Master Agreement between the State of Iowa Board of Regents and the Uni-United Faculty of University of Northern Iowa, July 1, 1987-June 30, 1989.
94p. 1mf. L1 ED 286 448

Nebraska State Board of Trustees
Agreement between Board of Trustees of Nebraska State Colleges and the State College Education Association, July 1, 1986-June 30, 1989.
26p. 1mf. L1 ED 286 444

Need Analysis (Student Financial Aid)
College Cost Book, 1986-87. Seventh Edition.
310p. 4mf. L2 ED 286 385

Needs
Conditions and Needs of the Professional American Theatre. Report No. 11.
136p. 2mf. L1 ED 286 786

Needs Assessment
ASQ: Asking Significant Questions. Alternative Tools for Information Need and Accountability Assessments by Libraries.
428p. 5mf. L1 ED 286 519
Facilitator's Guide to Staff Training for the Rural America Series. Module III: Needs Assessment. Research and Development Series No. 149D.
54p. 1mf. L1 ED 286 675
Identification of Priority Sites for Parent-Child Services. Working Paper.
28p. 1mf. L1 ED 286 626
Labor Market Assessments: An Essential Data Element for Program Development and Evaluation.
110p. 2mf. L1 ED 286 033
Literacy Needs Assessment or LNA. A Tool for Assessing the Literacy Needs of a Local Community.
29p. 1mf. L1 ED 285 973
Needs Assessment Study of Vocational, Technical, and High Skills Education Programs 1986-1987.
141p. 2mf. L1 ED 286 065
School Psychologist and Program Development of Disaffected/Disruptive Students.
13p. 1mf. L1 ED 286 109

Negotiation Agreements
Perceived Role of Oklahoma Secondary School Principals in Collective Negotiations.
24p. 1mf. L1 ED 286 283

Negotiation Processes
Negotiation and Enactment in Social Pretend Play: Relations to Social Acceptance and Social Cognition.
24p. 1mf. L1 ED 286 630

Netherlands
Ideas of Prospective Teachers in the USA and the Netherlands about Teaching and Teacher Education--A Classification.
23p. 1mf. L1 ED 286 839
Research on and Development of Teaching by Instructors in the Dutch Training Centres for Practical Agricultural Education.
18p. 1mf. L1 ED 286 834

Network Analysis
Networking Evaluation: A Creative Approach to Assessment.
8p. 1mf. L1 ED 286 917

Networking Evaluation
Networking Evaluation: A Creative Approach to Assessment.
8p. 1mf. L1 ED 286 917

Networks
Experiments on Learning by Back Propagation.
54p. 1mf. L1 ED 286 930

Neurological Impairments
Biomedical Techniques for Post Head Trauma Victims.
6p. 1mf. L1 ED 286 330

New Jersey
Into the Twenty-First Century: Comprehensive Planning for Secondary Vocational Education in New Jersey.
45p. 1mf. L1 ED 286 064

New Jersey State College System
Agreement between The State of New Jersey and the Council of New Jersey State College Locals (New Jersey State College System), NJSFT, AFT, AFL-CIO, July 1, 1986-June 30, 1989.
72p. 1mf. L2 ED 286 446

New York
Adult Literacy Education Program. New York State. Participant Data 1985-1986.
32p. 1mf. L1 ED 286 004
Agreement between The State of New York and United University Professions, 1985-1988.
158p. 2mf. L2 ED 286 445
Annual Statistical Report, Program Operations 1986. New York State Division for Youth.
143p. 2mf. L1 ED 286 962
Latin for Communication. New York State Syllabus.
67p. 1mf. L1 ED 286 379
Libraries & Technology. A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State.
25p. 1mf. L1 ED 286 523
Library Service to the People of New York State. A Long-Range Program, October 1, 1987-September 30, 1992, for the Improvement of Library Services Utilizing Local, State and Federal Resources. Supplement 1: LSCA Program Purposes: Needs and Intended Actions. Supplement 2: Policy Guidelines on the Administration of LSCA funds, 1987-88.
88p. 1mf. L1 ED 286 536
Medicine Handbook.
86p. 1mf. L1 ED 286 418
Modern Languages for Communication. New York State Syllabus.
48p. 1mf. L1 ED 286 378
New York State Teacher Resource and Computer Training Center Program. Report to the Governor and Legislature.
61p. 1mf. L1 ED 286 843
Opportunities at Independent Colleges and Universities in New York State through the Higher Education Opportunity Program = Oportunidades en los colegios y universidades independientes en el Estado de Nueva York a traves de los programas de oportunidad en educacion.
25p. 1mf. L1 ED 286 416
Survey of 154 Randomly Selected Libraries in the State of New York Concerning Their Acquisition and Treatment of Computer Software.
177p. 2mf. L1 ED 286 506
Video Vision. A Publication on Instructional Television, Video Production, and Distance Learning.
70p. 1mf. L1 ED 286 468

New York (Amityville)
Amityville: An Overview.
116p. 2mf. L1 ED 286 790

New York (Chautauqua County)
Regional High School of Excellence Study Project. Northern Chautauqua County, 1985-1987.
286p. 3mf. L1 ED 286 261

New York (Nassau County)
Secretary's Discretionary Program: Planning Grant To Develop Teacher Incentive Projects. Final Report. Support for Innovative Teacher Projects.
32p. 1mf. L1 ED 286 847

New York City Board of Education
Equating of 1985 to 1986 Citywide Reading and Mathematics Tests.
61p. 1mf. L1 ED 286 903
Mathematics Staff Development Program, Grades 3 and 6, 1986-1987. Volume 2.
193p. 3mf. L2 ED 286 768
New Teachers Mathematics Staff Development, Junior High School.
191p. 2mf. L2 ED 286 766
New Teachers Mathematics Staff Development, Grades 3-6.
245p. 3mf. L2 ED 286 767
New Teachers Mathematics Staff Development, High School.
186p. 2mf. L2 ED 286 765
Select Program in Science and Engineering. SPISE and SPISE-EXTENDED. Ninth Annual Report 1986-1987.
37p. 1mf. L1 ED 286 738

New York State Division for Youth
Annual Statistical Report Program Operations 1985. New York State Division for Youth.
133p. 2mf. L1 ED 286 961

New York Stock Exchange
Stock Market Game, an Educator's Guide. Elementary School Edition Grades 6-8 .
70p. 1mf. L2 ED 286 812

New Zealand
Closing the Loop--Improving Energy Management in Schools. Energy Research Group Report.
117p. 2mf. L1 ED 286 274
Glimpse into the Thinking of Young New Zealanders.
17p. 1mf. L1 ED 286 195
Student Performance across the Domain of School Writing.
16p. 1mf. L1 ED 286 194

News Media
Media Frames and the Definition of a Foreign Social Movement.
46p. 1mf. L1 ED 286 239

News Reporting
Satellite News Feeds: Protecting a Transient Interest.
42p. 1mf. L1 ED 286 176

News Sources
Online Databases and Newspapers: An Assessment of Utilization and Attitudes.
18p. 1mf. L1 ED 286 178

Newspaper Circulation
Impact of Central City Newspaper Market Structure on Suburban Newspaper Existence and Circulation.
23p. 1mf. L1 ED 286 175

Newspapers
Feminist Newspapers 1970-1980: An Index to Holdings in the Lake Forest College Library.
82p. 1mf. L1 ED 286 775
Impact of Central City Newspaper Market Structure on Suburban Newspaper Existence and Circulation.
23p. 1mf. L1 ED 286 175
Impact of Intercity Competition on Daily Newspaper Content.
29p. 1mf. L1 ED 286 174
Online Databases and Newspapers: An Assessment of Utilization and Attitudes.
18p. 1mf. L1 ED 286 178

Nigeria
Practices in Higher Education Personnel Development in Nigeria: Professional Imperatives for the Future.
23p. 1mf. L1 ED 286 827

Nixon (Richard M)
Watergate: A Teaching Unit. Curriculum Project Report No. 4040. Experimental Edition.
75p. 1mf. L2 ED 286 813

Noncognitive Questionnaire
Noncognitive Variables in Predicting Counseling Center Use by Race.
25p. 1mf. L1 ED 286 106

Noncredit Courses
Evaluation Study of Community Services, Mt. San Antonio College.
65p. 1mf. L1 ED 286 568
Non-Credit Instructional Activities July 1, 1986 through December 31, 1986 with Trend Information from 1983. State University of New York. Office of Institutional Research Report No. 20-87A.
440p. 5mf. L1 ED 286 412

Nonformal Education
Non-Formal Education in the Developing States in the South African Context. Part II. Non-Formal Education in Ciskei.
58p. 1mf. L2 ED 285 976

Noninstructional Staff
Higher Education Administrative Costs: Continuing the Study.
90p. 1mf. L1 ED 286 460

Noninstructional Student Costs
Higher Education Administrative Costs: Continuing the Study.
90p. 1mf. L1 ED 286 460

Nontraditional Education
Alternative Education Program for Single Parents, Homemakers and Pregnant Students. Final Report June 1, 1986 to June 1, 1987.
14p. 1mf. L1 ED 285 998
Dropout Prevention Model, Baldwyn High School, Baldwyn, Mississippi.
11p. 1mf. L1 ED 286 262
Evaluation of the Dade County Public Schools Roving Leaders Outreach Program.
27p. 1mf. L1 ED 286 889
Index of Majors, 1986-87. Ninth Edition.
769p. 9mf. L2 ED 286 387

Nontraditional Occupations
Nontraditional Options in Training for Employment. Final Report from July 1, 1986 to June 30, 1987.
32p. 1mf. L1 ED 285 999
Project To Increase the Awareness and Potential of Nontraditional Careers and To Eliminate Disproportionate Enrollment in Vocational Education Programs throughout the System. Final Report from July 1, 1986 to June 30, 1987.
36p. 1mf. L1 ED 285 996
Sex Equity Linkage and Coordination. Final Report from 7/1/86 to 6/30/87.
82p. 1mf. L1 ED 285 992
Vocational Education Support for Single Parents and Homemakers. Final Report from 7/1/86 - 6/30/87.
181p. 2mf. L1 ED 285 997

Nonverbal Communication
Effects of Invasion of Students' Personal Space by Male and Female Authority Figures.
21p. 1mf. L1 ED 286 083
Emblematic Gestures among Hebrew Speakers in Israel.
50p. 1mf. L1 ED 286 219

North American Collections Inventory Projec
NCIP: Means to an End. Minutes of the Meeting of the Association of Research Libraries (109th, Washington, D.C., October 22-23, 1986).
132p. 2mf. L1 ED 286 502

North Carolina
Certification Manual. North Carolina Public School Professional Personnel.
101p. 2mf. L1 ED 286 866
State Plan for the Prevention of Child Abuse and Neglect.
25p. 1mf. L1 ED 286 123

North Dakota
People Extra: North Dakota and United States Situational Issues Related to and Influences upon--Families (Single Persons, Single Parents, Parent-Child, Married).
31p. 1mf. L1 ED 286 595
Professional Development Model: A "Wholistic" Approach.
18p. 1mf. L1 ED 286 868

Notetaking
Test Preparation and Test Taking Techniques. Postsecondary Intervention Model for Learning Disabilities. Study Manual #1.
19p. 1mf. L1 ED 286 308

Nouns
Development of Concrete and Abstract Noun Definitions: A Metalinguistic Analysis.
50p. 1mf. L1 ED 286 171

Nuclear Family
Homemaking Practices and Evening Meals in Married and Separated Families with Young Children.
27p. 1mf. L1 ED 286 604

Nurses
Nursing Shortage Reduction Act of 1987. Report to Accompany S. 1402. Senate, 100th Congress, 1st Session.
15p. 1mf. L1 ED 286 422

Nursing
Examination and Analysis of Circulation Patterns in the Nursing Books of an Academic Library.
21p. 1mf. L1 ED 286 532
Nursing Care. Summary of a European Study. A Study of People's Needs for Nursing Care and of the Planning, Implementation and Evaluation of Care Provided by Nurses in Two Selected Groups of People in the European Region.
84p. 1mf. L2 ED 286 034

Nursing Education
Community Health Nursing Curriculum. Components in Baccalaureate Nursing Education.
19p. 1mf. L1 ED 286 414
Essentials of College and University Education for Professional Nursing. Final Report.
34p. 1mf. L1 ED 286 391
Nursing Shortage Reduction Act of 1987. Report to Accompany S. 1402. Senate, 100th Congress, 1st Session.
15p. 1mf. L1 ED 286 422
Reflections on the Status of Women Faculty: Part-Timers in Baccalaureate Nursing Programs.
20p. 1mf. L1 ED 286 411
Report on Salaries of Administrative Nursing Faculty, Excluding Deans, in Colleges and Universities. Institutional Data Series 86-4.
41p. 1mf. L1 ED 286 392

Nutrition
Behavioral Management of Excessive Caffeine Consumption: Three Case Studies.
30p. 1mf. L1 ED 286 131
Child Day Care Health Handbook.
86p. 1mf. L1 ED 286 617
Nutrition Programs in the Workplace. WBGH Worksite Wellness Series.
42p. 1mf. L2 ED 286 014
Using Nutrition Against Aging and Degenerative Disease.
72p. 1mf. L1 ED 286 855
World Food Day Curriculum, Grades K-3.
21p. 1mf. L2 ED 286 792
You Are What Advertisers Want You To Eat.
13p. 1mf. L1 ED 286 857

Nutrition Instruction
Child Care Food Program and Family Day Care: A How-To Manual.
110p. 2mf. L1 ED 286 632
Nutrition Programs in the Workplace. WBGH Worksite Wellness Series.
42p. 1mf. L2 ED 286 014

Object Permanence
Relation of Infant Vision to Early Cognitive and Language Status.
50p. 1mf. L1 ED 286 294

Objectives
Facilitator's Guide to Staff Training for the Rural America Series. Module IV: Behavioral and Program Objectives. Research and Development Series No. 149E.
46p. 1mf. L1 ED 286 676

Observation
Estimating the Reliability of Dynamic Variables Requiring Rater Judgment: A Generalizability Paradigm.
23p. 1mf. L1 ED 286 902

Occupational Aspiration
Career Indecision.
20p. 1mf. L1 ED 286 143
Relationship between Self-Estimates of Vocational Interests and Inventory Scores.
63p. 1mf. L1 ED 286 029

Occupational Clusters
Occupational Clusters of the Engineering Technical Workforce: Summary Report.
27p. 1mf. L1 ED 286 059

Occupational Home Economics
Home Economics. Arkansas Public School Course Content Guide.
58p. 1mf. L1 ED 285 980

Occupational Information
"Student-Based" Catalog and Career Decision Guide.
219p. 3mf. L1 ED 286 541
College to Career. The Guide to Job Opportunities.
271p. mf. L3 ED 286 386
Evaluation of the Media Services Program.
102p. 2mf. L1 ED 286 485

Occupational Literacy
Bilingual Microcomputer Business Skills Course. Vol. I. Joint Lesson 1-7.
387p. 5mf. L1 ED 286 023
Bilingual Microcomputer Business Skills Course. Vol. III. Joint Lesson 15-19.
221p. 3mf. L1 ED 286 025
Bilingual Microcomputer Business Skills Course. Vol. II. Joint Lesson 8-14.
323p. 4mf. L1 ED 286 024
Job-Related Basic Skills. A Guide for Planners of Employee Programs. BCEL Bulletin Issue No. 2.
46p. 1mf. L2 ED 285 974
Occupational Literacy and/or Literacy in the Workplace.
24p. 1mf. L1 ED 286 044

Occupational Mobility
Racial Differentials in Younger Male Occupational Mobility Over the Business Cycle, 1966-1975.
11p. 1mf. L1 ED 286 969

Occupational Models
Examination of the Sex-Role and Occupational-Role Presentations of Female Characters in Award-Winning Children's Picture Books.
31p. 1mf. L1 ED 286 225

Occupational Safety and Health
Health Promotion and the Labor Union Movement. WBGH Worksite Wellness Series.
34p. 1mf. L2 ED 286 022
Stress Management in the Workplace. WBGH Worksite Wellness Series.
38p. 1mf. L2 ED 286 021

Occupational Tests
Interest Inventory Interpretation: Some Suggestions and Cautions.
11p. 1mf. L1 ED 286 925
Relationship between Self-Estimates of Vocational Interests and Inventory Scores.
63p. 1mf. L1 ED 286 029

Oceanography
Intergovernmental Oceanographic Commission. Reports of Governing and Major Subsidiary Bodies. Fourteenth Session of the Assembly (Paris, 17 March-1 April 1987).
201p. 3mf. L2 ED 286 747

Office Occupations Education
Bilingual Microcomputer Business Skills Course. Vol. II. Joint Lesson 8-14.
323p. 4mf. L1 ED 286 024
Bilingual Microcomputer Business Skills Course. Vol. I. Joint Lesson 1-7.
387p. 5mf. L1 ED 286 023
Bilingual Microcomputer Business Skills Course. Vol. III. Joint Lesson 15-19.
221p. 3mf. L1 ED 286 025
Bilingual Vocational Education. Project Abstracts 1987-1988.
28p. 1mf. L1 ED 286 067
Junior High Business Education. Arkansas Public School Course Content Guide.
21p. 1mf. L1 ED 285 981

Ohio
Business-Industry Involvement in Vocational-Technical Education at the Local Level.
37p. 1mf. L1 ED 286 076
Organized Labor Involvement in Vocational-Technical Education at the Local Level.
37p. 1mf. L1 ED 286 077
Strengthening Academics in Vocational-Technical Education in Ohio.
32p. 1mf. L1 ED 286 078
Vocational Personality Types and Sex-Role Perceptions of Educational Administrators, Counselors, and Teachers.
31p. 1mf. L1 ED 286 270

Ohio (Cincinnati)
Applied Academics. Applied Mathematics: Carpentry. Curriculum Bulletin VE-36.
160p. 2mf. L2 ED 286 748
Applied Academics. Applied Mathematics: Drafting. Curriculum Bulletin VE-53.
206p. 3mf. L2 ED 286 750

(Continued)

Ohio (Cincinnati) (Continued)
Applied Academics: Applied Mathematics: Communications Electronics. Bulletin VE-38.
260p. 3mf. L2 ED 286 749
Oklahoma
Oklahoma Speech/Drama Teacher Preparation.
24p. 1mf. L1 ED 286 230
Perceived Role of Oklahoma Secondary School Principals in Collective Negotiations.
24p. 1mf. L1 ED 286 283
Position Paper on Continuing Education within the Profession of Library and Information Science.
30p. 1mf. L1 ED 286 514
Older Adults
Families and Aging: Resources for Individuals and Groups.
16p. 1mf. L1 ED 286 137
Humor Assessment: From May to December.
21p. 1mf. L1 ED 286 093
If I Knew Then What I Know Now--Exercise Cautions.
10p. 1mf. L1 ED 286 825
Organizing a Literacy Program for Older Adults. Literacy Education for the Elderly Project.
76p. 1mf. L2 ED 286 001
Pensions: Worker Coverage and Retirement Income, 1984. Data from the Survey of Income and Program Participation.
38p. 1mf. L1 ED 286 071
Support for Maintaining Independence in the Elderly--Future Requirements and Solutions: Florida's TEACH Demonstration Project--Home-Based, Case Management Services to the Medically Dependent Elderly and Their Caregivers--What We Hope To Learn.
24p. 1mf. L1 ED 286 114
Treating the Aging Family: Demystifying Dysfunctional Role Expectations.
19p. 1mf. L1 ED 286 089
Tutoring Older Adults in Literacy Programs. Literacy Education for the Elderly Project.
36p. 1mf. L2 ED 286 002
Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor. Literacy Education for the Elderly Project.
56p. 1mf. L2 ED 286 000
VA and HRS Local Coordination of Florida's Home-Based Services to the Elderly.
26p. 1mf. L1 ED 286 113
Wellness for Older Workers and Retirees. WBGH Worksite Wellness Series.
70p. 1mf. L2 ED 286 015
On the Job Training
Auditing Training and Development. Training and Development Research Center. Project Number Nineteen.
20p. 1mf. L1 ED 286 037
One Parent Family
Alternative Education Program for Single Parents, Homemakers and Pregnant Students. Final Report June 1, 1986 to June 1, 1987.
14p. 1mf. L1 ED 285 998
Career Planning/Readiness Program for Single Parents and Homemakers. Final Report, from July 1, 1986 to June 30, 1987.
52p. 1mf. L1 ED 285 989
Focus on Careers. A Program for Single Parents or Homemakers. Final Report, Project No. 7-2D05, from July 1, 1986 to June 30, 1987.
58p. 1mf. L1 ED 285 985
Marketable Skills and Jobs for Single Teen Parents. Final Report, Project No. 480-15170-7-1D05, July 1, 1986 to June 30, 1987.
84p. 1mf. L1 ED 285 986
Parenting on Your Own. Circulars 1245-1258.
110p. 2mf. L1 ED 286 629
Second Phase of an Experimental Project To Help Single Parents and Displaced Homemakers with Their Attitudinal, Behavioral Changes and Vocational Guidance. Final Report from September 9, 1986 to June 30, 1987.
31p. 1mf. L1 ED 285 991
Single Parents or Homemakers. Individualized Career Oriented Program for Equity (I.C.O.P.E.). Final Report from July 1, 1986 to June 30, 1987.
80p. 1mf. L1 ED 285 993
Single Parents/Displaced Homemakers: Balancing Family Living, Education and Employment. Final Report from 7/01/86 to 6/30/87.
27p. 1mf. L1 ED 285 994
Vocational Education Support for Single Parents and Homemakers. Final Report from 7/1/86 - 6/30/87.
181p. 2mf. L1 ED 285 997
Vocational Teen Parenting (Adolescent Single Parents). Final Report, from July 1, 1986 to June 30, 1987.
45p. 1mf. L1 ED 285 988
Working with Single-Parent Families: A Manual for Conducting Workshops with Single Parents. A Facilitator's Guide.
293p. 4mf. L2 ED 286 616
Online Catalogs
Training Concerns for an Online Public Access Catalog.
11p. 1mf. L1 ED 286 537
Online Searching
Cost and Search Result Comparisons of BRS After Dark and Knowledge Index.
15p. 1mf. L1 ED 286 520
ERIC SilverPlatter: Is It User Friendly?
26p. 1mf. L1 ED 286 522
Online Systems
Migrant Student Record Transfer System: What Is It and Who Uses It? ERIC Digest.
4p. 1mf. L1 ED 286 700
Online Vendors
Cost and Search Result Comparisons of BRS After Dark and Knowledge Index.
15p. 1mf. L1 ED 286 520
Ontario
Children's Perception of Musical Sequences.
13p. 1mf. L1 ED 286 605
Optacon
Modified Optacon: Towards an Educational Program.
8p. 1mf. L1 ED 286 326
Optical Disks
Archival Appraisal of Sound Recordings and Related Materials: A RAMP Study with Guidelines.
98p. 2mf. L2 ED 286 538
ERIC SilverPlatter: Is It User Friendly?
26p. 1mf. L1 ED 286 522
Oral English
Evaluation of the English Oral Fluency of Limited English Proficient Twelfth Grade Students.
62p. 1mf. L1 ED 286 906
Oral Language
Description of Teacher and Child Language in Two Preschool Programs.
34p. 1mf. L1 ED 286 657
Guide to Assessing Children for Whom English Is a Second Language.
10p. 1mf. L1 ED 286 303
Oral Literature
World Full of Stories. An Annotated Bibliography of Folk Literature. Traditional Literature and Folklore in Library and Storytelling Programs.
158p. 2mf. L1 ED 286 531
Oral Rehydration Therapy
INSA Hand Puppet Training Manual: Involving U.S. Citizens in a Puppetmaking Project To Enhance the Use of Educational Puppet Theater in Developing Nations.
58p. 1mf. L2 ED 286 788
Orange County Public Schools FL
Marketable Skills and Jobs for Single Teen Parents. Final Report, Project No. 480-15170-7-1D05, July 1, 1986 to June 30, 1987.
84p. 1mf. L1 ED 285 986
Oregon
At-Risk Youth Planning Document for the State Board of Education and the Oregon Department of Education.
86p. 1mf. L1 ED 286 124
Oregon State University
Eliminating Sexism in the Classroom.
15p. 1mf. L1 ED 286 393
Organisation for Economic Cooperation Devel
Multicultural Education.
351p. 4mf. L1 ED 286 991
Post-Graduate Education in the 1980s.
85p. 1mf. L2 ED 286 415
Organizational Climate
Politics of Peer Review in a Nonacademic Setting.
14p. 1mf. L1 ED 286 209
Organizational Communication
Collective Communications: A Prescription for Success.
14p. 1mf. L1 ED 286 257
God's Line Is Never Busy: Stories and Metaphors in Two Southern Appalachian Churches.
33p. 1mf. L1 ED 286 234
Organizational Development
Establishing an Outdoor Education Organization. ERIC Digest.
4p. 1mf. L1 ED 286 701
Organizational Effectiveness
Celebrations: American Camping Association Annual Report 1986.
17p. 1mf. L1 ED 286 670
Organizational Objectives
Celebrations: American Camping Association Annual Report 1986.
17p. 1mf. L1 ED 286 670
Organizational Theories
Implicit Theory of Leadership among Educators.
23p. 1mf. L1 ED 286 271
Organizations (Groups)
Craft Artist Membership Organizations 1978. Report No. 13.
54p. 1mf. L1 ED 286 789
Establishing an Outdoor Education Organization. ERIC Digest.
4p. 1mf. L1 ED 286 701
Leadership Education '87: A Source Book for Those Planning Programs and Teaching Courses in Leadership.
457p. 5mf. L2 ED 286 398
Orphan in History (Cowan)
Revelation in a Public Library: Reflections on Ethnicity and Teaching.
8p. 1mf. L1 ED 286 505
Otis Lennon School Ability Test
Investigation of the Otis-Lennon School Ability Test to Predict WISC-R Full Scale IQ for Referred Children.
15p. 1mf. L1 ED 286 883
Outcomes of Education
College Discovery Pre-Freshman Summer Program: Longitudinal Academic Outcomes for 1985 and 1986 and Program Data for 1987.
89p. 1mf. L1 ED 286 546
Extension Education Impacts of Farming Systems Research in Lesotho.
363p. 4mf. L2 ED 285 975
In a Position to Judge: The AACSB and the Issue of Business Administration Transfer.
12p. 1mf. L1 ED 286 542
Measures of Progress: Spring 1985 Student Follow-Up.
63p. 1mf. L1 ED 286 543
Preparing Change Agents for Change Agent Roles.
12p. 1mf. L1 ED 286 666
Preschool Evaluation Report: Year 1 Report.
62p. 1mf. L1 ED 286 337
Proceedings: A Colloquium on the Assessment of the Outcomes of Preschool Programs (Honolulu, HI, May 8, 1985). Occasional Paper No. 14.
62p. 1mf. L1 ED 286 627
Responding to Section III of the Southern Association's "Criteria for Accreditation": A Working Paper.
34p. 1mf. L1 ED 286 430
Secondary Student and Employer Follow-up. 1986 Sample Survey Report. Vocational Education Research.
208p. 3mf. L1 ED 286 006
Some Outcomes of an Employment-Oriented Post-Secondary Training Program for Educably Mentally Handicapped Adults.
28p. 1mf. L1 ED 286 069
Stability of School Effectiveness Indices across Years.
26p. 1mf. L1 ED 286 900
Student Outcomes Study. Year One, Final Report.
156p. 2mf. L1 ED 286 566
Swedish in Upper Secondary School--Two Worlds?
9p. 1mf. L1 ED 286 291
Outcomes of Treatment
Preliminary Outcome Study of an Outpatient Treatment Program for Gamblers.
16p. 1mf. L1 ED 286 139
Outdoor Activities
Is It Really a Man's World? Male and Female Outdoor Adventure Leaders Rate Their Competency.
15p. 1mf. L1 ED 286 690
Preparing Effective Outdoor Pursuit Leaders.
130p. 2mf. L2 ED 286 692
Outdoor Education
Establishing an Outdoor Education Organization. ERIC Digest.
4p. 1mf. L1 ED 286 701
Preparing Effective Outdoor Pursuit Leaders.
130p. 2mf. L2 ED 286 692
Outreach Programs
ABET: Adult Basic Education Tele-teacher. A 310/Special Demonstration Project, 1986-87. Final Report.
12p. 1mf. L1 ED 286 575
AzALL: Arizona Adult Literacy Line, 1986-1987. Final Report.
13p. 1mf. L1 ED 286 574
Countywide Adult Basic Education Program. Final Report, 1986-1987.
9p. 1mf. L1 ED 286 572
Evaluation of the Dade County Public Schools Roving Leaders Outreach Program.
27p. 1mf. L1 ED 286 889
INSA Hand Puppet Training Manual: Involving U.S. Citizens in a Puppetmaking Project To Enhance the Use of Educational Puppet Theater in Developing Nations.
58p. 1mf. L2 ED 286 788
Profile of EOPS: Report of the 1986-87 Operational Program Reviews.
100p. 2mf. L1 ED 286 561
Role of Supervisors of Agricultural Education in Educating Society about Agriculture. A Position Paper.
8p. 1mf. L1 ED 286 032
Ownership
Pets: A Third/Fourth Grade Law-Related Education Unit. Teaching Students about Responsibility through Pet Ownership.
34p. 1mf. L1 ED 286 772
Pacific Americans
Profile of Pacific Schools.
172p. 2mf. L1 ED 286 976
Relation of High School Academic Performance and Student Effort to Language Use and Recency of Migration among Asian- and Pacific-Americans.
45p. 1mf. L1 ED 286 973
Pacific Islands
Profile of Pacific Schools.
172p. 2mf. L1 ED 286 976
Pacific Trust Territory
Profile of Pacific Schools.
172p. 2mf. L1 ED 286 976
Pain
Effects of Adults' Behavior on Child Coping and Distress during BMA/LP Procedures: A Sequential Analysis.
31p. 1mf. L1 ED 286 125
Paradigm Shifts
Paradigmatic and Presumptive Shifts: Thomas Kuhn and Richard Whately in Tandem.
23p. 1mf. L1 ED 286 223
Paragraph Composition
Teaching Logical Organization of Ideas in English.
19p. 1mf. L1 ED 286 364
Parent Attitudes
Child Care and the Clerical Workforce: 85/86 National Survey.
25p. 1mf. L1 ED 286 609
Child Health Practices Reported by Day Care Center Parents: Implications for Early Childhood Educators.
10p. 1mf. L1 ED 286 600
Home-Schooling: Reasons Some Parents Choose This Alternative Form of Education, and a Study of the Attitudes of Home-Schooling Parents and Public School Superintendents Toward the Benefits of Home-Schooling.
58p. 1mf. L1 ED 286 624
Parental Discipline Behaviors, Subjective Parental Situation Perceptions and Objective Characteristics of Discipline Situations.
13p. 1mf. L1 ED 286 659
Summary of Program Evaluation Results: 1985-1986 School Year Pre-Kindergarten Educational Program.
86p. 1mf. L1 ED 286 593
Working Parents' Expectations and Perceptions of Their Young Children.
13p. 1mf. L1 ED 286 615
Parent Child Relationship
Child to Parent Disclosure, General-Disclosiveness, and Loneliness.
18p. 1mf. L2 ED 286 212
Children in Blended and Step Families. Foundation for Child and Youth Studies Selected Papers Number 44.
17p. 1mf. L1 ED 286 579
Early Childhood Intervention for Economically Disadvantaged Children: The Parent-Infant-Project.
19p. 1mf. L1 ED 286 597
Implicit Causality in Verbal Descriptions of Adult-Infant Interaction.
15p. 1mf. L1 ED 286 660
Internal Representations of Attachment in Six-Year-Olds
22p. 1mf. L1 ED 286 590
Joining Incarcerated Mothers with Their Children: Evaluation of the Lancaster Visiting Cottage Program: Executive Summary.
11p. 1mf. L1 ED 286 107
Parental Discipline Behaviors, Subjective Parental Situation Perceptions and Objective Characteristics of Discipline Situations.
13p. 1mf. L1 ED 286 659
Parental Influence and Involvement on Reading Achievement.
13p. 1mf. L1 ED 286 150
Parent Education
Back to Work: A Guide for Expectant and New Working Parents.
158p. 2mf. L1 ED 286 619
It Matters if They Read: Evaluation of Ten Age-Paced Parent Education Home Learning Programs.
9p. 1mf. L1 ED 286 164
Vocational Teen Parenting (Adolescent Single Parents). Final Report, from July 1, 1986 to June 30, 1987.
45p. 1mf. L1 ED 285 988
Parent Expectations
Working Parents' Expectations and Perceptions of Their Young Children.
13p. 1mf. L1 ED 286 615
Parent Financial Contribution
College Costs and Student Aid.
10p. 1mf. L1 ED 286 424
Parent Influence
Effects of Adults' Behavior on Child Coping and Distress during BMA/LP Procedures: A Sequential Analysis.
31p. 1mf. L1 ED 286 125
Maternal Employment, Maternal Role Satisfaction and Early Adolescent Outcomes.
35p. 1mf. L1 ED 286 655
Reaching Math Potential.
178p. 2mf. L1 ED 286 709
Parent Materials
It Matters if They Read: Evaluation of Ten Age-Paced Parent Education Home Learning Programs.
9p. 1mf. L1 ED 286 164
Parent Participation
Child Care Notebook. Revised.
78p. 1mf. L2 ED 286 644
Infancy to Age Five: Predicting Fathers' Involvement.
14p. 1mf. L1 ED 286 612
Parental Influence and Involvement on Reading Achievement.
13p. 1mf. L1 ED 286 150
Student Assistance Program Sandia High School 1985-86 Report.
28p. 1mf. L1 ED 286 080
Using School Climate Assessments: An Approach to Collaborative School Improvement.
12p. 1mf. L1 ED 286 277
Parent Responsibility
Effects of Television on Children. Foundation for Child and Youth Studies Selected Papers Number 47.
21p. 1mf. L1 ED 286 577
Report to Parents: A Collection.
12p. 1mf. L1 ED 286 576
Parent Role
Back to Work: A Guide for Expectant and New Working Parents.
158p. 2mf. L1 ED 286 619
Parents' Roles and Responsibilities in Indian Education. Fact Sheet.
4p. 1mf. L1 ED 286 704
Teaching the Younger School Children Values.
14p. 1mf. L1 ED 286 633
Parent School Relationship
Parents: Here's How To Make School Visits Work.
13p. 1mf. L1 ED 286 864
Parents' Roles and Responsibilities in Indian Education. Fact Sheet.
4p. 1mf. L1 ED 286 704
Parent Student Relationship
Parents' Roles and Responsibilities in Indian Education. Fact Sheet.
4p. 1mf. L1 ED 286 704
Parent Teacher Conferences
Parents: Here's How To Make School Visits Work.
13p. 1mf. L1 ED 286 864
Parent Teacher Cooperation
Parents' Roles and Responsibilities in Indian Education. Fact Sheet.
4p. 1mf. L1 ED 286 704
Parenting Skills
Parenting on Your Own. Circulars 1245-1258.
110p. 2mf. L1 ED 286 629
Parents
Births of Hispanic Parentage, 1983 and 1984.
20p. 1mf. L1 ED 286 958
Construction of a Learning Environment: A Typology of Personal Constructs.
44p. 1mf. L1 ED 286 607
Facilitating the Collection and Dissemination of Information to Parents of Children in a Child Care Program.
90p. 1mf. L1 ED 286 646
Parochial Schools
Reaching Beyond Our Limitations: An Interview with Rev. Floyd H. Flake, Member, U.S. House of Representatives, Founder, Allen Christian School.
5p. 1mf. L1 ED 286 982
Part Time Faculty
Reflections on the Status of Women Faculty: Part-Timers in Baccalaureate Nursing Programs.
20p. 1mf. L1 ED 286 411
Part Time Students
Attrition of Part-Time TAFE Certificate Students.
244p. 3mf. L1 ED 286 055
Participant Characteristics
Annual Statistical Report, Program Operations 1986. New York State Division for Youth.
143p. 2mf. L1 ED 286 962
Secondary Student and Employer Follow-up. 1986 Sample Survey Report. Vocational Education Research.
208p. 3mf. L1 ED 286 006
Participant Satisfaction
Evaluation Study of Community Services, Mt. San Antonio College.
65p. 1mf. L1 ED 286 568
Join-A-School Survey: District Summary Report.
38p. 1mf. L1 ED 286 886
Sport Participants' Achievement Goal Orientations and Projected Reasons for Discontinuing Sport Participation.
12p. 1mf. L1 ED 286 846
Participation
Longitudinal Study of Catholic College Undergraduates' Affiliation and Faith Development.
11p. 1mf. L1 ED 286 401
Participative Decision Making
Networking Evaluation: A Creative Approach to Assessment.
8p. 1mf. L1 ED 286 917
Pashto
Pashto Basic Course. Laboratory Manual, Units 1-7.
133p. 2mf. L1 ED 286 345
Pashto Basic Course. Laboratory Tapescripts, Units 1-7.
117p. 2mf. L1 ED 286 346
Pashto Basic Course. Teachers' Manual, Units 1-7.
214p. 3mf. L1 ED 286 343
Pashto Basic Course. Textbook Tapescripts, Units 1-7.
149p. 2mf. L1 ED 286 348
Pashto Basic Course. Textbook, Units 1-7.
303p. 4mf. L1 ED 286 347
Pashto Basic Course. Workbook Tapescripts, Units 1-7.
62p. 1mf. L1 ED 286 350
Pashto Basic Course. Workbook, Units 1-7.
300p. 4mf. L1 ED 286 349
Pashto Basic Course. Writing Manual to Accompany Units 3-7.
299p. 4mf. L1 ED 286 344
Pathfinders
World Full of Stories. An Annotated Bibliography of Folk Literature. Traditional Literature and Folklore in Library and Storytelling Programs.
158p. 2mf. L1 ED 286 531
Paying for College
College Costs and Student Aid.
10p. 1mf. L1 ED 286 424
Peace
Gender Gap in Attitudes toward Peace.
15p. 1mf. L1 ED 286 091
Peace Corps
Malawi 1984 Final Training Report. Volume I: Administrative Summary. Volume II: Details of Sessions and Experiences.
280p. 3mf. L1 ED 285 968
Selected Topics in Peace Corps Training.
14p. 1mf. L1 ED 286 667
Peer Acceptance
Enhancing Children's Acceptance of Diverse Peers: Interaction Patterns in Two Mainstreamed Multicultural Day Care Centers.
32p. 1mf. L1 ED 286 653
Peer Evaluation
Politics of Peer Review in a Nonacademic Setting.
14p. 1mf. L1 ED 286 209
Peer Influence
Influence of Peer Culture on College Student Values.
16p. 1mf. L1 ED 286 115
Peer Relationship
Effects of Familiarity on the Success of Children's Help-Seeking.
21p. 1mf. L1 ED 286 640
Peer Social Behavior in Preschool Hearing Impaired Children: Comparisons and Models.
39p. 1mf. L1 ED 286 297
Peer Teaching
Improving Math Performance through a Peer Tutoring Program.
29p. 1mf. L1 ED 286 735
Pennsylvania Germans
Pennsylvania German Dialect: Past, Present, and Future.
124p. 2mf. L1 ED 286 354
Pennsylvania State Colleges and Universitie
Agreement between Association of Pennsylvania State College and University Faculties (APSCUF) and State System of Higher Education (SSHE), July 1, 1985-June 30, 1987.
85p. 1mf. L2 ED 286 455
Percentage
Sports Shorts. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project.
319p. 4mf. L2 ED 286 720
Perception
Children's Awareness of Actions: Getting a Hand on Consciousness.
20p. 1mf. L1 ED 286 589
Perceptual Development
Artistic Expression through Exposure to the Right Brain Mode and Corresponding Relationship to the Learning Disabled.
17p. 1mf. L1 ED 286 306
Listen, My Children, and You Shall Hear (Book 2-Revised). Grades Four through Six.
104p. 2mf. L2 ED 286 341
Listen, My Children, and You Shall Hear (Book 1-Revised). Pre-school through Grade Four.
104p. 2mf. L2 ED 286 340
Modified Optacon: Towards an Educational Program.
8p. 1mf. L1 ED 286 326
Perceptual Handicaps
Listen, My Children, and You Shall Hear (Book 2-Revised). Grades Four through Six.
104p. 2mf. L2 ED 286 341
Listen, My Children, and You Shall Hear (Book 1-Revised). Pre-school through Grade Four.
104p. 2mf. L2 ED 286 340
Performance Factors
Conceptual Development in Infancy: The Understanding of Containment.
13p. 1mf. L1 ED 286 584
Development of Sex Constancy: The Role of Language.
18p. 1mf. L1 ED 286 656
Implicit Theory of Leadership among Educators.
23p. 1mf. L1 ED 286 271
Student Motivation.
14p. 1mf. L2 ED 286 284
Periodicals
Investigation into the Correlation between Book Circulation and Journal Use in the Science and Technology Section of an Academic Library.
14p. 1mf. L1 ED 286 533
Personal Autonomy
Against the Bureaucratization of Criticism.
17p. 1mf. L1 ED 286 251
Personal Narratives
Autobiography as Representative Anecdote: A Burkean Paradigm for Research on Literacy Cultures.
17p. 1mf. L1 ED 286 189
Glimpse into the Thinking of Young New Zealanders.
17p. 1mf. L1 ED 286 195
Personality
Temperament Stability Across the First Two Years in Full-Term and Preterm Infants.
15p. 1mf. L1 ED 286 585
Personality Measures
Ratio Scale Measurement of Conformity.
12p. 1mf. L1 ED 286 897
Personality Traits
Alcoholism as a Discrete Personality Variable: Implications for its Heritability and Treatment.
17p. 1mf. L1 ED 286 121
Brain Dominance & Self-Actualization.
24p. 1mf. L1 ED 286 144
Career Indecision.
20p. 1mf. L1 ED 286 143
Preliminary Analysis of the Effects of Individual Difference Characteristics and Knowledge of Results on Perceptions of Leader Behavior.
24p. 1mf. L1 ED 286 134
Vocational Personality Types and Sex-Role Perceptions of Educational Administrators, Counselors, and Teachers.
31p. 1mf. L1 ED 286 270
Personnel Evaluation
Complexities in the Evaluation of Principals: The Relationship between Satisfaction with Evaluation Processes, Criteria, and Sources of Information.
31p. 1mf. L1 ED 286 276
Personnel Management
Technological Innovation and Strategic Human Resource Management: Developing a Theory.
38p. 1mf. L1 ED 286 100
Personnel Needs
Library Staffing Needs in the California State University. A Report of the Task Force on Library Staffing.
143p. 2mf. L1 ED 286 500
Personnel Policy
Reducing Smoking at the Workplace. WBGH Worksite Wellness Series.
37p. 1mf. L2 ED 286 020
Persuasive Discourse
Competence, Expertise, and Accountability: Classical Foundations of the Cult of Expertise.
26p. 1mf. L1 ED 286 216
Media Frames and the Definition of a Foreign Social Movement.
46p. 1mf. L1 ED 286 239
Paradigmatic and Presumptive Shifts: Thomas Kuhn and Richard Whately in Tandem.
23p. 1mf. L1 ED 286 223
Rhetorical Icon: Toward an Iconological Theory of U.S. Foreign Policy.
23p. 1mf. L1 ED 286 231
Stock Approach to Value Debate.
14p. 1mf. L1 ED 286 229
Pesticides
Using Pesticides Safely. Special Circular 296.
13p. 1mf. L1 ED 286 671
Pets
Pets: A Third/Fourth Grade Law-Related Education Unit. Teaching Students about Responsibility through Pet Ownership.
34p. 1mf. L1 ED 286 772
Phenomenology
Getting There: A Phenomenology of the Contexts of Car Buying.
13p. 1mf. L1 ED 286 784
Philanthropic Foundations
Methods of Securing Alternative Funding for Community Colleges. ERIC Digest.
6p. 1mf. L1 ED 286 552
Robert Wood Johnson Foundation Special Report Number One. The Foundation's Minority Medical Training Programs.
25p. 1mf. L1 ED 286 410
Philosophy
On the Relation of Reasoning and Rationality.
5p. 1mf. L1 ED 286 648
Phoneme Grapheme Correspondence
Pashto Basic Course. Writing Manual to Accompany Units 3-7.
299p. 4mf. L1 ED 286 344
Phonemes
Levels of Phonological Awareness.
21p. 1mf. L1 ED 286 156
Phonology
Interfaces. Working Papers in Linguistics No. 32.
167p. 2mf. L1 ED 286 380
Levels of Phonological Awareness.
21p. 1mf. L1 ED 286 156
Physical Activity Level
Motor Performance of Women as a Function of Age and Physical Activity Level.
20p. 1mf. L1 ED 286 871
Temperament Stability Across the First Two Years in Full-Term and Preterm Infants.
15p. 1mf. L1 ED 286 585
Physical Disabilities
Biomedical Techniques for Post Head Trauma Victims.
6p. 1mf. L1 ED 286 330
Developing a Computer-Based Learning Tool for Handicapped Students.
5p. 1mf. L1 ED 286 328
Integrating Communication, Computer Access, Environmental Control & Mobility.
9p. 1mf. L1 ED 286 317
Predictive Validity of the Scholastic Aptitude Test for Disabled Students. Studies of Admissions Testing and Handicapped People, Report No. 8.
73p. 1mf. L1 ED 286 884
Physical Education
Children in Motion.
15p. 1mf. L1 ED 286 853
Development, Implementation and Evaluation of a Revised Physical Education Program for Wm. Horlick High School.
118p. 2mf. L1 ED 286 823
Physical Environment
Relationship of Student Achievement and Characteristics in Two Selected School Facility Environmental Settings.
15p. 1mf. L1 ED 286 278
Physical Fitness
Developing Healthy Companies through Human Resources Management. WBGH Worksite Wellness Series.
66p. 1mf. L2 ED 286 012

(Continued)

Physical Fitness *(Continued)*
Employees as Leaders/Decision-Makers in Worksite Wellness Programs. WBGH Worksite Wellness Series. 62p. 1mf. L2 ED 286 011
Nutrition Programs in the Workplace. WBGH Worksite Wellness Series. 42p. 1mf. L2 ED 286 014
Physical Fitness Programs in the Workplace. WBGH Worksite Wellness Series. 55p. 1mf. L2 ED 286 016
Promoting Prenatal Health in the Workplace. WBGH Worksite Wellness Series. 41p. 1mf. L2 ED 286 017
Reducing Smoking at the Workplace. WBGH Worksite Wellness Series. 37p. 1mf. L2 ED 286 020
Safety Belt Programs at the Workplace. WBGH Worksite Wellness Series. 54p. 1mf. L2 ED 286 018
Using Incentives To Promote Employee Health. WBGH Worksite Wellness Series. 44p. 1mf. L2 ED 286 013
Wellness for Older Workers and Retirees. WBGH Worksite Wellness Series. 70p. 1mf. L2 ED 286 015
Wellness in Small Businesses. WBGH Worksite Wellness Series. 21p. 1mf. L2 ED 286 019

Physical Health
Using Nutrition Against Aging and Degenerative Disease. 72p. 1mf. L1 ED 286 855

Physician Patient Relationship
Control and Communication in Provider-Patient Relationships. 21p. 1mf. L1 ED 286 242

Physicians
Medicine Handbook. 86p. 1mf. L1 ED 286 418

Physics
Emerging Consensus in Novice Physics Problem Solving Research. 20p. 1mf. L1 ED 286 733
Generation of Spontaneous Analogies by Students Solving Science Problems. 14p. 1mf. L1 ED 286 758
Using Analogical Reasoning to Deal with "Deep" Misconceptions in Physics. 20p. 1mf. L1 ED 286 745

Piagetian Theory
Cognitive-Structural Approach to Adult Creativity. 17p. 1mf. L1 ED 285 972
Piaget and Bandura: The Need for a Unified Theory of Learning. 31p. 1mf. L1 ED 286 796
Practical Guide to Play, Piaget, and Language in Preprimary Hearing Impaired Programs. 572p. 6mf. L1 ED 286 293
Values and Affectivity from a Piagetian Point of View. 66p. 1mf. L1 ED 286 596

Piano Instruction
Teaching Piano Students with Learning Disabilities. 16p. 1mf. L1 ED 286 298

Pictorial Stimuli
Analytic Study of the Efficacy of Black-and-White Pictorial Instruction on Achievement. 19p. 1mf. L1 ED 286 252

Picture Books
Examination of the Sex-Role and Occupational-Role Presentations of Female Characters in Award-Winning Children's Picture Books. 31p. 1mf. L1 ED 286 225

Pilot Programing Language
Introduction to the Atari Computer. A Program Written in the Pilot Programming Language. 6p. 1mf. L1 ED 286 486

Pittsburg State University KS College Costs
Challenging the Future. The University Marketing Report, 1985. 339p. 4mf. L1 ED 286 395

Placement
Facilitator's Guide to Staff Training for the Rural America Series. Module VIII: Placement. Research and Development Series No. 149I. 30p. 1mf. L1 ED 286 680

Planning
Facilitator's Guide to Staff Training for the Rural America Series. Module II: Initial Planning. Research and Development Series No. 149C. 52p. 1mf. L1 ED 286 674
From General Theories to Specific Models: Successive Approximations to a Working-Memory Model of the Planning of Children's Drawings. 103p. 2mf. L1 ED 286 594
Nursing Care. Summary of a European Study. A Study of People's Needs for Nursing Care and of the Planning, Implementation and Evaluation of Care Provided by Nurses in Two Selected Groups of People in the European Region. 84p. 1mf. L2 ED 286 034

Poetry
Eliot's "Cats" and a CATalog of Language Arts Activities. 10p. 1mf. L1 ED 286 211
Five Lines for Sixth Grade. (A Lesson Model for Teaching the Writing of the Cinquain Poem to Sixth Grade Students.). 9p. 1mf. L1 ED 286 179
Making T. S. Eliot Easier: Images as the Key to Understanding. 10p. 1mf. L1 ED 286 182

Poisoning
Using Pesticides Safely. Special Circular 296. 13p. 1mf. L1 ED 286 671

Poland
Discussion Classes at University Level. 7p. 1mf. L1 ED 286 372

Police
Firearms Training Systems for Females. Final Report from July 1, 1986 to June 30, 1987. 76p. 1mf. L1 ED 285 990

Police Education
Firearms Training Systems for Females. Final Report from July 1, 1986 to June 30, 1987. 76p. 1mf. L1 ED 285 990

Policy Formation
College Trustee Study machine-readable data file . 28p. 1mf. L3 ED 286 457
Education in and for a Multicultural Society: Issues and Strategies for Policy Making. 72p. 1mf. L1 ED 286 259
School Organization and the Quality of Schooling: A Study of Victorian Government Secondary Schools. ACER Research Monograph No. 29. 179p. 2mf. L1 ED 286 263

Policy Implications
Social and Economic Significance of Human Migration in the Western Region. Bulletin 859. 36p. 1mf. L1 ED 286 669

Political Attitudes
American Students' Perceptions of American Foreign Policy. 6p. 1mf. L1 ED 286 817
Gender Gap in Attitudes toward Peace. 15p. 1mf. L1 ED 286 091
Media Frames and the Definition of a Foreign Social Movement. 46p. 1mf. L1 ED 286 239
Piaget and Bandura: The Need for a Unified Theory of Learning. 31p. 1mf. L1 ED 286 796
Viewers, Readers, and Jawboners: The Use of Political Information Channels during Off-Year Elections in the Southeast. 20p. 1mf. L1 ED 286 217

Political Campaigns
Elections: An Instructional Unit for Elementary Grades. 120p. 2mf. L2 ED 286 800

Political Communication
Viewers, Readers, and Jawboners: The Use of Political Information Channels during Off-Year Elections in the Southeast. 20p. 1mf. L1 ED 286 217

Political Influences
Piaget and Bandura: The Need for a Unified Theory of Learning. 31p. 1mf. L1 ED 286 796
Student Fees: The Politics of Funding Recreation Facilities. 28p. 1mf. L1 ED 286 433
Viewers, Readers, and Jawboners: The Use of Political Information Channels during Off-Year Elections in the Southeast. 20p. 1mf. L1 ED 286 217

Political Power
Uncomfortable Marriage: Evangelism and Feminism's Fight against "Dirty Books." 17p. 1mf. L1 ED 286 241

Political Science
Address of the Honorable Edwin Meese III, Attorney General of the United States, at the American Studies Center Bicentennial Program. 16p. 1mf. L1 ED 286 795

Political Socialization
Piaget and Bandura: The Need for a Unified Theory of Learning. 31p. 1mf. L1 ED 286 796
Red, White and Blue--Childhood and Citizenship. 29p. 1mf. L1 ED 286 821

Politics
Watergate: A Teaching Unit. Curriculum Project Report No. 4040. Experimental Edition. 75p. 1mf. L2 ED 286 813

Politics of Education
Outward Efficiency of Schools. 12p. 1mf. L1 ED 286 290

Pollution
Biological and Health Effects of Electromagnetic (Nonionizing) Radiation. LC Science Tracer Bullet. 13p. 1mf. L1 ED 286 762

Popular Culture
Eighties' Film Noir: An Analysis of the Use of the "Double" in "Miami Vice's" Second and Third Seasons. 29p. 1mf. L1 ED 286 226

Population Trends
Births of Hispanic Parentage, 1983 and 1984. 20p. 1mf. L1 ED 286 958
Hispanic Population in the United States: March 1986 and 1987 (Advance Report). 17p. 1mf. L1 ED 286 696
Indicators of Future School Enrollments. 77p. mf. L3 ED 286 285

Pornography
Inferential Judgments Affecting the Decision-Making Process in the Attorney General's Commission on Pornography. 34p. 1mf. L1 ED 286 244
Uncomfortable Marriage: Evangelism and Feminism's Fight against "Dirty Books." 17p. 1mf. L1 ED 286 241

Portland School District OR
Portland Writing Project in the Portland Public Schools, Evaluation Report, 1986-87. 34p. 1mf. L1 ED 286 187

Portland State University OR
Collective Bargaining Agreement between Portland State University Faculty Association, Local 3571, American Federation of Teachers, AFL-CIO, and Portland State University, October 18, 1985-June 30, 1987. 28p. 1mf. L2 ED 286 456

Positivism
Relationship between Method and Validity in Social Science Research. 24p. 1mf. L2 ED 286 934

Postsecondary Education
FE Can Really Change Your Life. The Experience of Afro-Caribbean and Asian Students in Further Education. An Occasional Paper. 47p. 1mf. L1 ED 286 050
Fiscal Indicators for Postsecondary Education in New York State, 1980-81 through 1984-85. 67p. 1mf. L1 ED 286 427
National Longitudinal Study (NLS) of the High School Class of 1972. Basic Institutional Source File machine-readable data file . 28p. 1mf. L3 ED 286 458

Potential Dropouts
Alternative Education Program for Single Parents, Homemakers and Pregnant Students. Final Report June 1, 1986 to June 1, 1987. 14p. 1mf. L1 ED 285 998

Poverty
America's Welfare Population: Who Gets What? Population Trends and Public Policy Report No. 13. 21p. 1mf. L1 ED 286 970
Crisis in Homelessness: Effects on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session. 245p. 3mf. L1 ED 286 116
Education in a Changing South: New Policies, Patterns and Programs. Report on the Continuing Conference (Atlanta, Georgia, November 19-20, 1986). Current Themes in Rural and Urban Education. 39p. 1mf. L1 ED 286 967
Poverty, Income Distribution, the Family and Public Policy: A Study Prepared for the Use of the Subcommittee on Trade, Productivity, and Economic Growth of the Joint Economic Committee, Congress of the United States, 99th Congress, 2nd Session. 133p. 2mf. L1 ED 286 988
World Food Day Curriculum, Grades K-3. 21p. 1mf. L2 ED 286 792
World Food Day Curriculum, Grades 4-7. 25p. 1mf. L2 ED 286 793

Power
Parental Discipline Behaviors, Subjective Parental Situation Perceptions and Objective Characteristics of Discipline Situations. 13p. 1mf. L1 ED 286 659

Predictive Measurement
Changes in Achievement Levels and Attendance in Postsecondary Schools: A Technical Note. 14p. 1mf. L1 ED 286 407

Predictive Validity
Assessing Writing Skill. Research Monograph No. 11. 138p. 2mf. L2 ED 286 920
Gender and Race Effects on Standardized Tests Predictive Validity: A Meta-analytical Study. 51p. 1mf. L1 ED 286 914
Predictive Validity of the Scholastic Aptitude Test for Disabled Students. Studies of Admissions Testing and Handicapped People, Report No. 8. 73p. 1mf. L1 ED 286 884

Predictor Variables
Attrition of Part-Time TAFE Certificate Students. 244p. 3mf. L1 ED 286 055
Infancy to Age Five: Predicting Fathers' Involvement. 14p. 1mf. L1 ED 286 612
Predictors of Organic Chemistry Grades for Black Americans. 21p. 1mf. L1 ED 286 974

Pregnancy
Births of Hispanic Parentage, 1983 and 1984. 20p. 1mf. L1 ED 286 958
Promoting Prenatal Health in the Workplace. WBGH Worksite Wellness Series. 41p. 1mf. L2 ED 286 017

Pregnant Students
Alternative Education Program for Single Parents, Homemakers and Pregnant Students. Final Report June 1, 1986 to June 1, 1987. 14p. 1mf. L1 ED 285 998

Premature Infants
Temperament Stability Across the First Two Years in Full-Term and Preterm Infants. 15p. 1mf. L1 ED 286 585

Prenatal Care
Promoting Prenatal Health in the Workplace. WBGH Worksite Wellness Series. 41p. 1mf. L2 ED 286 017

Prereading Activities
Investigation of the Effects of Guided Imagery, before Reading, on Comprehension of Stories in a Narrative Text. 98p. 2mf. L1 ED 286 149

Preschool Children
Child Health Practices Reported by Day Care Center Parents: Implications for Early Childhood Educators. 10p. 1mf. L1 ED 286 600
Children and Television: A Study of New TV Programs for Children Based on the Pilot of an Animated Production. 36p. 1mf. L1 ED 286 480
Dependencies between Teacher-Child and Child-Child Contingent Verbal Behaviors in Two Preschool Programs. 32p. 1mf. L1 ED 286 661
Fantasy, Lies and Imaginary Companions. Foundation for Child and Youth Studies Selected Papers Number 45. 22p. 1mf. L1 ED 286 580
Measuring Divergent Thinking Ability of Preschool Children Using Demonstrative as Well as Verbalized Responses. 13p. 1mf. L1 ED 286 637
Negotiation and Enactment in Social Pretend Play: Relations to Social Acceptance and Social Cognition. 24p. 1mf. L1 ED 286 630
Preschool Evaluation Report: Year 1 Report. 62p. 1mf. L1 ED 286 337
Steps to Independence: A Resource Guide for Parents of Young Children. 59p. 1mf. L1 ED 286 651

Preschool Education
Early Childhood Development Program, 1986-87. Interim Evaluation Report. 71p. 1mf. L1 ED 286 649
Final Evaluation Report. 1986-87 Early Childhood Development Program. 161p. 2mf. L1 ED 286 635
Identification of Priority Sites for Parent-Child Services. Working Paper. 28p. 1mf. L1 ED 286 626
Proceedings: A Colloquium on the Assessment of the Outcomes of Preschool Programs (Honolulu, HI, May 8, 1985). Occasional Paper No. 14. 62p. 1mf. L1 ED 286 627
Report to Parents: A Collection. 12p. 1mf. L1 ED 286 576
Summary of Program Evaluation Results: 1985-1986 School Year Pre-Kindergarten Educational Program. 86p. 1mf. L1 ED 286 593
Time Structure and Sex Differences in Swedish Preschools. 10p. 1mf. L1 ED 286 606

Preschool Teachers
Contrasting Childrearing Beliefs: Mothers and Preschool Teachers in Mexico. 39p. 1mf. L1 ED 286 614
Dependencies between Teacher-Child and Child-Child Contingent Verbal Behaviors in Two Preschool Programs. 32p. 1mf. L1 ED 286 661
Description of Teacher and Child Language in Two Preschool Programs. 34p. 1mf. L1 ED 286 657

Preservation
Preservation Planning Program. Study Report. Iowa State University Library. Final Report. 48p. 1mf. L2 ED 286 503
Processing of Architects' Records. A Case-Study: France. 83p. 1mf. L2 ED 286 528

Preservice Teacher Education
Analysis of Contemporary Trends in Practical Preparation Experiences in Teacher Education. 19p. 1mf. L1 ED 286 874
Case Studies of Elementary Teacher Preparation Programs in Six Schools and Colleges of Education. Preliminary Study Findings. 28p. 1mf. L1 ED 286 822
Let the Computer Introduce Itself to Education Majors. 18p. 1mf. L1 ED 286 466
Look at the Rationale for Practicality in Teacher Education. 11p. 1mf. L1 ED 286 876
Mathematics: Videotapes for Inservice Training for Active Learning. VITAL Series. 43p. 1mf. L2 ED 286 752
One College of Education's Response to the Call for Reform in Teacher Education. 31p. 1mf. L1 ED 286 859
Science: Videotapes for Inservice Training for Active Learning. VITAL Series. 65p. 1mf. L2 ED 286 751
Strengthening Vocational Teacher Education in Jamaica: An Example of Incremental, Institution Development. 17p. 1mf. L1 ED 286 840
Teacher Education in the United States: Challenge for the Future. 16p. 1mf. L1 ED 286 826

Presidents of the United States
Rhetorical Icon: Toward an Iconological Theory of U.S. Foreign Policy. 23p. 1mf. L1 ED 286 231

Prestructured Cases
Innovative Methods for Collecting and Analyzing Qualitative Data: Vignettes and Pre-Structured Cases. 17p. 1mf. L1 ED 286 924

Pretend Play
Negotiation and Enactment in Social Pretend Play: Relations to Social Acceptance and Social Cognition. 24p. 1mf. L1 ED 286 630
Validity and Reliability of an Instrument To Measure the Dramatic Play Abilities of Young Children. 131p. 2mf. L1 ED 286 654

Pretests Posttests
Validity Threats in Retrospective Pretest-Posttest Designs. 13p. 1mf. L1 ED 286 896

Prevention
Administrative Responses to Campus Violence. 20p. 1mf. L1 ED 286 082
Cancer Prevention Programs in the Workplace. WBGH Worksite Wellness Series. 68p. 1mf. L2 ED 286 009
Child Day Care Health Handbook. 86p. 1mf. L1 ED 286 617
Day Care Infection Control Protocol. 91p. mf. L3 ED 286 650
Evaluation of an Elementary School-Based Alcohol Misuse Prevention Program. 19p. 1mf. L1 ED 286 110
Family Living Including Sex Education: Supplementary Material Related to Helping Children Protect Themselves from Sexual Abuse. 27p. 1mf. L2 ED 286 129
Handbook on the Implementation of Anti-Victimization Programs for School Children. 117p. 2mf. L1 ED 286 621
If I Knew Then What I Know Now--Exercise Cautions. 10p. 1mf. L1 ED 286 825
Preventing Alcohol and Drug Abuse through Programs at the Workplace. WBGH Worksite Wellness Series. 53p. 1mf. L2 ED 286 010
San Mateo County's Server Information Program (S.I.P.): A Community-Based Alcohol Server Training Program. 13p. 1mf. L1 ED 286 132
State Plan for the Prevention of Child Abuse and Neglect. 25p. 1mf. L1 ED 286 123
Using Nutrition Against Aging and Degenerative Disease. 72p. 1mf. L1 ED 286 855
When Love Really Hurts: Dating Violence Curriculum. 92p. 1mf. L1 ED 286 120

Prevocational Education
Pre-Vocational Education: An Inside Story. A Study on the Introduction of Pre-Vocational Education into a Youth Custody Centre. 142p. 2mf. L1 ED 286 051
Selection for the Trades. 89p. 1mf. L1 ED 286 060

Prewriting
Effects of Time Limits on the Quality of Student-Written Essays. Revised. 20p. 1mf. L1 ED 286 936

Primary Education
Programs That Work: Early Childhood Education Plan Continuing Programs. 18p. 1mf. L1 ED 286 643

Primary Sources
Amityville: An Overview. 116p. 2mf. L1 ED 286 790

Principals
Administrator's Overview for Teaching Reading. 12p. 1mf. L1 ED 286 287
Complexities in the Evaluation of Principals: The Relationship between Satisfaction with Evaluation Processes, Criteria, and Sources of Information. 31p. 1mf. L1 ED 286 276
Ethnography and School Improvement Research: Analyzing Metaphoric Language in the Interpretation of Instructional Leadership. 33p. 1mf. L1 ED 286 281
How Can Principals Implement Tennessee's Instructional Model (TIM)? 3C's to Constructive Change. 9p. 1mf. L1 ED 286 260
Impact of a District-Wide Staff Development Effort on Secondary School Principals' Perceptions of Their Role. 22p. 1mf. L1 ED 286 267
Perceived Role of Oklahoma Secondary School Principals in Collective Negotiations. 24p. 1mf. L1 ED 286 283
Scenarios as Research Tools for Investigating Social Issues. Studies in Educational Administration Number 45. 17p. 1mf. L1 ED 286 280

Printed Materials
Does Computer Assisted Instruction Affect the Achievement of Third Graders in Library Skills? 55p. 1mf. L1 ED 286 464

Prior Learning
Role of Prior Experience in Learning from Instruction. 8p. 1mf. L1 ED 286 931

Prisoners
Joining Incarcerated Mothers with Their Children: Evaluation of the Lancaster Visiting Cottage Program: Executive Summary. 11p. 1mf. L1 ED 286 107

Privacy
Satellite News Feeds: Protecting a Transient Interest. 42p. 1mf. L1 ED 286 176

Private Agencies
Making the Connection. The Adult Education Movement and the 4th Unesco Conference. 38p. 1mf. L2 ED 286 008

Private Colleges
College Faculty Salaries, 1976-1986. OERI Bulletin, August 1987. 19p. 1mf. L1 ED 286 413
Kentucky College and University Enrollments, Fall 1986. 280p. 3mf. L1 ED 286 423
Opportunities at Independent Colleges and Universities in New York State through the Higher Education Opportunity Program = Oportunidades en los colegios y universidades independientes en el Estado de Nueva York a traves de los programas de oportunidad en educacion. 25p. 1mf. L1 ED 286 416

Private Financial Support
Methods of Securing Alternative Funding for Community Colleges. ERIC Digest. 6p. 1mf. L1 ED 286 552

Private Schools
CEC/NAPSEC Task Force To Develop Guidelines for Effective Cooperation between Public and Private Schools in Meeting Legal and Professional Responsibilities for the Education of Children with Disabilities. 17p. 1mf. L1 ED 286 307
Profile of Pacific Schools. 172p. 2mf. L1 ED 286 976

Problem Sets
One Hand at a Time. Using a One-Handed Clock To Teach Time-Telling Skills. Primary Grades. 101p. 2mf. L2 ED 286 716

Problem Solving
Case Method of Teaching: Community College Faculty Are Taking a "Harvard Method" and Making It Their Own. 11p. 1mf. L1 ED 286 539
Children's Awareness of Actions: Getting a Hand on Consciousness. 20p. 1mf. L1 ED 286 589
Cognitive-Structural Approach to Adult Creativity. 17p. 1mf. L1 ED 285 972
Difference between Task Understanding and Reasoning Skills in Children's Syllogistic Performance. 27p. 1mf. L1 ED 286 373
Emerging Consensus in Novice Physics Problem Solving Research. 20p. 1mf. L1 ED 286 733
Generation of Spontaneous Analogies by Students Solving Science Problems. 14p. 1mf. L1 ED 286 758
Mediate and Educate. Techniques. 3p. 1mf. L1 ED 286 036
Method Experts Use To Evaluate the Validity of Models Used as Problem Representations in Science and Mathematics. 26p. 1mf. L1 ED 286 744
Observed Methods for Generating Analogies in Scientific Problem Solving. 43p. 1mf. L1 ED 286 746
On-Line Representation of a Clinical Case and the Development of Expertise. 25p. 1mf. L1 ED 286 527
Probability Estimation and the Use and Neglect of Base-Rate Information. Technical Report. 49p. 1mf. L1 ED 286 759
Teaching Mathematics 5 to 11. 151p. mf. L3 ED 286 726
Word Study: A Problem-Solving Strategy for Reading Comprehension. Postsecondary Intervention Model for Learning Disabilities. Study Manual #2. 21p. 1mf. L1 ED 286 309
Working with Single-Parent Families: A Manual for Conducting Workshops with Single Parents. A Facilitator's Guide. 293p. 4mf. L2 ED 286 616

Process Education
Increasing Fifth Grade Students' Writing Skills through the Use of Process Writing. 91p. 1mf. L1 ED 286 206
Process Skills Field Guide to Teaching Life Science. 40p. 1mf. L1 ED 286 714

Production Techniques
Video Vision. A Publication on Instructional Television, Video Production, and Distance Learning. 70p. 1mf. L1 ED 286 468

Productivity
Schooling a More Productive Workforce: What Can We Learn from the Japanese? 20p. 1mf. L1 ED 286 774

Professional Associations
Establishing an Outdoor Education Organization. ERIC Digest. 4p. 1mf. L1 ED 286 701
Trends in the Chemical Industry. 1987 Survey of ACS Corporation Associates. 90p. 1mf. L2 ED 286 724

Professional Autonomy
Bassett to Kemp: Academic Freedom Today. The Eighth Earl V. Pullias Lecture in Higher and Postsecondary Education, 1986. 26p. 1mf. L1 ED 286 389

Professional Continuing Education
Continuing Education Needs of Academic Staff: Senior College Staff in TAFE. 91p. 1mf. L1 ED 286 057
Continuing Education Needs of Academic Staff. Full-Time TAFE College Lecturers. 88p. 1mf. L1 ED 286 061
Focus on Faculty: A Report on Professional Development at Niagara County Community College 1985-86. 23p. 1mf. L1 ED 286 570
Position Paper on Continuing Education within the Profession of Library and Information Science. 30p. 1mf. L1 ED 286 514

Professional Development
External Influences on School Climate. 21p. 1mf. L1 ED 286 275
Focus on Faculty: A Report on Professional Development at Niagara County Community College 1985-86. 23p. 1mf. L1 ED 286 570
Future Perfect: A Guide for Professional Development and Competence. 104p. mf. L3 ED 286 432
Professional Development Model: A "Wholistic" Approach. 18p. 1mf. L1 ED 286 868
Staff Development. 23p. 1mf. L1 ED 286 258

Professional Education
Trends in Bachelors and Higher Degrees, 1975-1985. 48p. 1mf. L1 ED 286 420

Professional Personnel
Conditions and Needs of the Professional American Theatre. Report No. 11. 136p. 2mf. L1 ED 286 786
To Report or Not To Report: Further Studies of Mental Health Professionals and Child Abuse. 11p. 1mf. L1 ED 286 140

Professional Recognition
Performance-Based Compensation Models: Status and Potential for Implementation. 48p. 1mf. L1 ED 286 286

Professional Training
Libraries & Technology. A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State. 25p. 1mf. L1 ED 286 523

Profiles
Secondary School Profiles, 1985-1986. Rochester City School District. Includes New York State Comprehensive Assessment Report Data. 144p. 2mf. L1 ED 286 888
Selection for the Trades. 89p. 1mf. L1 EC 286 060
Teachers of Technical Communication in Two-Year Colleges: A Status Report. 41p. 1mf. L1 ED 286 220

Program Administration
Description of Immersion Strategy Programs in the United States. 102p. 2mf. L1 ED 286 352
Examination of the Concept and Role of Program Monitoring and Evaluation. 18p. 1mf. L1 ED 286 927
Profile of EOPS: Report of the 1986-87 Operational Program Reviews. 100p. 2mf. L1 ED 286 561

Program Approval
Council for Higher Education, Report No. 2. The Sixth Council, 1981-1986. 73p. 1mf. L1 ED 286 419

Program Characteristics
Early Childhood Development Program, 1986-87. Interim Evaluation Report. 71p. 1mf. L1 ED 286 649

Program Content
Continuing Education Needs of Academic Staff: Senior College Staff in TAFE. 91p. 1mf. L1 ED 286 057
Learning Disabled College Writers Project, Evaluation Report, 1985-86. 80p. 1mf. L1 ED 286 188
Public Schools and Young Children: A Report of the First National Survey of Public School Districts Regarding Their Early Childhood Programs. 24p. 1mf. L1 ED 286 586

Program Costs
Assessment of the Federal Initiative in the Area of Adult Literacy. Staff Report of the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, U.S. House of Representatives, One-Hundredth Congress. 11p. 1mf. L1 ED 286 072
Early Childhood Development Program, 1986-87. Interim Evaluation Report. 71p. 1mf. L1 ED 286 649
Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide. ERIC Mini-Review. 6p. 1mf. L1 ED 286 698

Program Design
Description of Immersion Strategy Programs in the United States. 102p. 2mf. L1 ED 286 352
(Continued)

Program Design (Continued)
Regional High School of Excellence Study Project. Northern Chautauqua County, 1985-1987.
286p. 3mf. L1 ED 286 261
Stress Management in the Workplace. WBGH Worksite Wellness Series.
38p. 1mf. L2 ED 286 021

Program Development
American Nanny: Opportunities, Training and Placement.
14p. 1mf. L1 ED 286 622
Career Planning/Readiness Program for Single Parents and Homemakers. Final Report, from July 1, 1986 to June 30, 1987.
52p. 1mf. L1 ED 285 989
Developing a Computer-Based Learning Tool for Handicapped Students.
5p. 1mf. L1 ED 286 328
Developing and Improving Your Total Special Education System. Volume 1.
711p. 8mf. L2 ED 286 334
Employment-Focused Programs for Adolescent Mothers.
55p. 1mf. L1 ED 286 118
Establishing an Outdoor Education Organization. ERIC Digest.
4p. 1mf. L1 ED 286 701
Facilitator's Guide to Staff Training for the Rural America Series. Module XIV: Case Studies. Research and Development Series No. 1490.
40p. 1mf. L1 ED 286 686
How Can Principals Implement Tennessee's Instructional Model (TIM)? 3C's to Constructive Change.
9p. 1mf. L1 ED 286 260
Literacy Action. A Resource Book for Colleges and Universities. First Edition.
217p. 3mf. L1 ED 286 040
New York State Teacher Resource and Computer Training Center Program. Report to the Governor and Legislature.
61p. 1mf. L1 ED 286 843
Partnerships for Day Care: Final Report of the Governor's Day Care Partnership Initiative.
89p. 1mf. L1 ED 286 625
Physical Fitness Programs in the Workplace. WBGH Worksite Wellness Series.
55p. 1mf. L2 ED 286 016
San Mateo County's Server Information Program (S.I.P.): A Community-Based Alcohol Server Training Program.
13p. 1mf. L1 ED 286 132
School Library Media Programs: A Resource and Planning Guide. Bulletin No. 7368.
89p. 1mf. L1 ED 286 529
School Psychologist and Program Development of Disaffected/Disruptive Students.
13p. 1mf. L1 ED 286 109
Sex Equity Linkage and Coordination. Final Report from 7/1/86 to 6/30/87.
82p. 1mf. L1 ED 285 992
State Plan for the Prevention of Child Abuse and Neglect.
25p. 1mf. L1 ED 286 123
Wellness in Small Businesses. WBGH Worksite Wellness Series.
21p. 1mf. L2 ED 286 019
Young Adult Services Manual.
83p. 1mf. L1 ED 286 508

Program Effectiveness
Assertive Discipline: What Do We Really Know?
14p. 1mf. L1 ED 286 618
Case Studies of Elementary Teacher Preparation Programs in Six Schools and Colleges of Education. Preliminary Study Findings.
28p. 1mf. L1 ED 286 822
Chapter ONe Program in Community High School District #218: A Third Party Evaluation.
86p. 1mf. L1 ED 286 948
College Discovery Pre-Freshman Summer Program: Longitudinal Academic Outcomes for 1985 and 1986 and Program Data for 1987.
89p. 1mf. L1 ED 286 546
Controversies Surrounding Developmental Education in the Community College. ERIC Digest.
6p. 1mf. L1 ED 286 557
Educational Effects of the Introduction of a State Supported Program of Smaller Classes. A Study of the First Year of Indiana's Project PRIME TIME and Its Effects on Test Results (1984-85). A Comprehensive Analysis.
15p. 1mf. L1 ED 286 842
Evaluation of an Elementary School-Based Alcohol Misuse Prevention Program.
19p. 1mf. L1 ED 286 110
Evaluation Technique and Program Efficiency Measures: Statistical Derivations for the Regression Discontinuity Design.
22p. 1mf. L1 ED 286 895
Look at the Rationale for Practicality in Teacher Education.
11p. 1mf. L1 ED 286 876
Poverty, Income Distribution, the Family and Public Policy: A Study Prepared for the Use of the Subcommittee on Trade, Productivity, and Economic Growth of the Joint Economic Committee, Congress of the United States, 99th Congress, 2nd Session.
133p. 2mf. L1 ED 286 988
Preliminary Outcome Study of an Outpatient Treatment Program for Gamblers.
16p. 1mf. L1 ED 286 139
Profile of EOPS: Report of the 1986-87 Operational Program Reviews.
100p. 2mf. L1 ED 286 561
Programs That Work: Early Childhood Education Plan Continuing Programs.
18p. 1mf. L1 ED 286 643
Secretary's Discretionary Program: Planning Grant To Develop Teacher Incentive Projects. Final Report. Support for Innovative Teacher Projects.
32p. 1mf. L1 ED 286 847
Status of the Transfer Function. ERIC Digest.
3p. 1mf. L1 ED 286 550
Study of Job Clubs for Two-Year College Students with Learning Disabilities.
220p. 3mf. L1 ED 286 026
Summary of Program Evaluation Results: 1985-1986 School Year Pre-Kindergarten Educational Program.
86p. 1mf. L1 ED 286 593
Summer Training and Education Program (STEP): The Experience of Hispanic Participants in the Summer of 1985.
58p. 1mf. L2 ED 286 697

Program Evaluation
Alternative Teacher Certification: Its Policy Implications for Classroom and Personnel Practice. Monograph No. 5.
120p. 2mf. L1 ED 286 264
Auditing Training and Development. Training and Development Research Center. Project Number Nineteen.
20p. 1mf. L1 ED 286 037
Criteria for Excellence for School Library Programs.
11p. 1mf. L1 ED 286 504
Educational Accountability and the Need for Comprehensive Evaluation in TAFE.
88p. 1mf. L1 ED 286 053
Evaluating the Use and Effectiveness of Learner Controlled, Interactive Videodisc.
27p. 1mf. L1 ED 286 909
Evaluation of the Dade County Public Schools Roving Leaders Outreach Program.
27p. 1mf. L1 ED 286 889
Evaluation of the Dade-Monroe Multiagency Network for Severely Emotionally Disturbed Students.
65p. 1mf. L1 ED 286 338
Evaluation of the Management Training and the Career Anchors of a Group of MBA/MBL Graduates.
184p. 2mf. L1 ED 286 404
Evaluation of the Newark School District Twice-Retained Program 1985-1986. DRET Report No. 34.
81p. 1mf. L1 ED 286 887
Evaluation of the Sabal Palm Laboratory Center.
59p. 1mf. L1 ED 286 890
Examination of the Concept and Role of Program Monitoring and Evaluation.
18p. 1mf. L1 ED 286 927
Facilitator's Guide to Staff Training for the Rural America Series. Module XII: Evaluation. Research and Development Series No. 149M.
44p. 1mf. L1 ED 286 684
Facilitator's Guide to Staff Training for the Rural America Series. Appendix A: Evaluation Procedures and Multiple Day Workshop Questionnaire. Research and Development Series No. 149P.
43p. 1mf. L1 ED 286 687
Join-A-School Survey: District Summary Report.
38p. 1mf. L1 ED 286 886
Joining Incarcerated Mothers with Their Children: Evaluation of the Lancaster Visiting Cottage Program: Executive Summary.
11p. 1mf. L1 ED 286 107
One College of Education's Response to the Call for Reform in Teacher Education.
31p. 1mf. L1 ED 286 859
Portland Writing Project in the Portland Public Schools, Evaluation Report, 1986-87.
34p. 1mf. L1 ED 286 187
Responding to Section III of the Southern Association's "Criteria for Accreditation": A Working Paper.
34p. 1mf. L1 ED 286 430

Program Guides
Global Learning Teacher Education Manual: A Model Inservice or Graduate Course for Elementary and Secondary Teachers.
208p. 3mf. L2 ED 286 770

Program Implementation
Child Care Food Program and Family Day Care: A How-To Manual.
110p. 2mf. L1 ED 286 632
Development, Implementation and Evaluation of a Revised Physical Education Program for Wm. Horlick High School.
118p. 2mf. L1 ED 286 823
Field Based Model for Delivery of Preservice and Inservice Training for International School District Personnel in Remote Areas.
10p. 1mf. L1 ED 286 837
Focus on Careers. A Program for Single Parents or Homemakers. Final Report, Project No. 7-2D05, from July 1, 1986 to June 30, 1987.
58p. 1mf. L1 ED 285 985
Guidelines for Implementing the 240-Minute Kindergarten Program.
16p. 1mf. L1 ED 286 599
Handbook on the Implementation of Anti-Victimization Programs for School Children.
117p. 2mf. L1 ED 286 621
Job-Related Basic Skills. A Guide for Planners of Employee Programs. BCEL Bulletin Issue No. 2.
46p. 1mf. L2 ED 285 974
Literacy Action. A Resource Book for Colleges and Universities. First Edition.
217p. 3mf. L1 ED 286 040
Organizing a Literacy Program for Older Adults. Literacy Education for the Elderly Project.
76p. 1mf. L2 ED 286 001
Project To Increase the Awareness and Potential of Nontraditional Careers and To Eliminate Disproportionate Enrollment in Vocational Education Programs throughout the System. Final Report from July 1, 1986 to June 30, 1987.
36p. 1mf. L1 ED 285 996
Remedial/Developmental Instructions in an Actual Classroom Situation: Interfacing Social Science, English, and Reading.
34p. 1mf. L1 ED 286 978
Some Outcomes of an Employment-Oriented Post-Secondary Training Program for Educably Mentally Handicapped Adults.
28p. 1mf. L1 ED 286 069
Stress Management in the Workplace. WBGH Worksite Wellness Series.
38p. 1mf. L2 ED 286 021
Vocational Teen Parenting (Adolescent Single Parents). Final Report, from July 1, 1986 to June 30, 1987.
45p. 1mf. L1 ED 285 988

Program Improvement
Developing and Improving Your Total Special Education System. Volume 1.
711p. 8mf. L2 ED 286 334
Early Childhood Development Program, 1986-87. Interim Evaluation Report.
71p. 1mf. L1 ED 286 649
Food Stamp Program: Results of the Simplified Application Demonstration Project. Report to the Chairman, Committee on Agriculture, Nutrition, and Forestry, U.S. Senate.
22p. 1mf. L1 ED 286 989
Industrial Technology Education: Findings and Recommendations of the Blue Ribbon Committee on the Future of Industrial Arts Education in Idaho.
26p. 1mf. L1 ED 286 038
Non-Formal Education in the Developing States in the South African Context. Part II. Non-Formal Education in Ciskei.
58p. 1mf. L2 ED 285 976

Program Monitoring
Examination of the Concept and Role of Program Monitoring and Evaluation.
18p. 1mf. L1 ED 286 927

Program Proposals
Distance Learning Proposal.
13p. 1mf. L1 ED 286 469

Programing
Educational Computing and Cognitive Skills: Curricular Issues and Prolog Prospects.
27p. 1mf. L1 ED 286 463
Employment Opportunities for the Handicapped in Programmable Automation.
6p. 1mf. L1 ED 286 322

Programing (Broadcast)
Children and Television: A Study of New TV Programs for Children Based on the Pilot of an Animated Production.
36p. 1mf. L1 ED 286 480
Reading on Television?
16p. 1mf. L1 ED 286 490

Programing Languages
Authoring Educational Software.
276p. 3mf. L2 ED 286 479
Educational Computing and Cognitive Skills: Curricular Issues and Prolog Prospects.
27p. 1mf. L1 ED 286 463
Teaching of Grade 7 Geometric Concepts Using LOGO.
162p. 2mf. L1 ED 286 715

Project Equity
Manual for Implementing Project Equity: A Sex Equity Law-Related Education Program.
36p. 1mf. L1 ED 286 776

Project Head Start
Comprehensive Child Development Centers Act. Report from the Committee on Labor and Human Resources (To Accompany S. 1542). 100th Congress, 1st Session.
15p. 1mf. L1 ED 286 985

Project Literacy
Project Literacy U.S. (PLUS): Information and Resources for Task Forces.
195p. 3mf. L1 ED 286 154

Project PRIME TIME
Educational Effects of the Introduction of a State Supported Program of Smaller Classes. A Study of the First Year of Indiana's Project PRIME TIME and Its Effects on Test Results (1984-85). A Comprehensive Analysis.
15p. 1mf. L1 ED 286 842

Project Synapse
Talking into Writing: Exercises for Basic Writers.
69p. 1mf. L1 ED 286 200

Project VITAL
Mathematics: Videotapes for Inservice Training for Active Learning. VITAL Series.
43p. 1mf. L2 ED 286 752
Science: Videotapes for Inservice Training for Active Learning. VITAL Series.
65p. 1mf. L2 ED 286 751

Projective Measures
Machine Dreams: Computers in the Fantasies of Young Adults.
68p. 1mf. L1 ED 286 493

Proposal Writing
Distance Learning Proposal.
13p. 1mf. L1 ED 286 469
Grants for Teachers: A Way to Finance Innovative Ideas.
14p. 1mf. L1 ED 286 879

Protestants
"When God Is Manly, All Men Are God-Like": A Rhetorical Analysis of the Protestant Christian Feminist Movement.
26p. 1mf. L1 ED 286 215

Protocol Analysis
On-Line Representation of a Clinical Case and the Development of Expertise.
25p. 1mf. L1 ED 286 527

Proximity
Effects of Invasion of Students' Personal Space by Male and Female Authority Figures.
21p. 1mf. L1 ED 286 083

Psycholinguistics
Reading Process and Practice: From Socio-Psycholinguistics to Whole Language.
483p. mf. L3 ED 286 157

Psychological Characteristics
Abuse of Mentally Retarded Persons: Characteristics of the Abused, the Abuser, and the Informer.
24p. 1mf. L1 ED 286 313
Longitudinal Study of Maternal Psychosocial Characteristics and Child School Adaptation.
15p. 1mf. L1 ED 286 628

Psychological Needs
Dealing with Feelings and A District-Wide Writing Assessment.
11p. 1mf. L1 ED 286 192

Psychology
On the Relation of Reasoning and Rationality.
5p. 1mf. L1 ED 286 648

Psychomotor Skills
Athletes in Motion: Training for the Olympic Games with Mind and Body: Two Case Studies.
15p. 1mf. L1 ED 286 850
Children in Motion.
15p. 1mf. L1 ED 286 853
Contextual Effects in an Educational Setting: An Example of Level Three Research.
19p. 1mf. L1 ED 286 832
Motor Performance of Women as a Function of Age and Physical Activity Level.
20p. 1mf. L1 ED 286 871
Rowing Physiology.
74p. 1mf. L1 ED 286 844

Psychotherapy
Measurement of Client Preferences for Therapist Behavior.
38p. 1mf. L1 ED 286 138
Self-Awareness Process in the Effective Psychotherapist.
16p. 1mf. L1 ED 286 098

Public Affairs Education
Assessing the Effects of Grass Roots Drunk Driving Prevention Programs: First Facts. Report from the Drunk Driving Prevention Project.
55p. 1mf. L1 ED 286 102

Public Colleges
Agreement between the Rhode Island Board of Governors and Rhode Island College Chapter of the American Federation of Teachers AFL/CIO Local #1819, 1985-87.
92p. 1mf. L1 ED 286 441
Agreement between The State of New York and United University Professions, 1985-1988.
158p. 2mf. L2 ED 286 445
College Faculty Salaries, 1976-1986. OERI Bulletin, August 1987.
19p. 1mf. L1 ED 286 413
Kentucky College and University Enrollments, Fall 1986.
280p. 3mf. L1 ED 286 423
White Presence at Traditionally Black Public Colleges and Universities: A Synopsis, 1837-1980.
31p. 1mf. L1 ED 286 403

Public Education
Culture-Specific Institutions that Delayed the Growth of Common Schools in the Antebellum South, 1700-1860.
34p. 1mf. L1 ED 286 983
Effectiveness of Selective and Non-Selective Schools: An Experiment of Nature.
34p. 1mf. L1 ED 286 266
Revisiting James Crow: A Re-Look at Separate but Equal.
21p. 1mf. L1 ED 286 979

Public Health
Michigan Household Hazardous Substance Handbook.
145p. 2mf. L1 ED 286 717

Public Housing
Jefferson County and Louisville Have Most Segregated Public Housing in Kentucky 1985: Desegregation Accelerates at Most Authorities between July 1984 and July 1985.
74p. 1mf. L2 ED 286 951

Public Libraries
ASQ: Asking Significant Questions. Alternative Tools for Information Need and Accountability Assessments by Libraries.
428p. 5mf. L1 ED 286 519
CALTAC-WILL 1985-1986. Including CALTAC-WILL 1983-1985. Proceedings of Three Series of Regional Workshops in Library Leadership (California, 1983-1986).
85p. 1mf. L1 ED 286 509
Need for Librarians in California: Report on a Survey of the State's Libraries.
114p. 2mf. L1 ED 286 513
Summary and Evaluation of the California Literacy Campaign Retreat (Asilomar, California, February 25-27, 1987).
135p. 2mf. L1 ED 286 515
Young Adult Services Manual.
83p. 1mf. L1 ED 286 508
Your Library--Greatest Show of All! A Planning Manual.
94p. 1mf. L1 ED 286 148
Your Library--Greatest Show of All! Activity Manual.
272p. 3mf. L1 ED 286 160

Public Opinion
America's Welfare Population: Who Gets What? Population Trends and Public Policy Report No. 13.
21p. 1mf. L1 ED 286 970
Gender Gap in Attitudes toward Peace.
15p. 1mf. L1 ED 286 091

Public Policy
Aid to Families with Dependent Children Program in Wisconsin: Staff Brief 86-15.
47p. 1mf. L1 ED 286 975
America's Welfare Population: Who Gets What? Population Trends and Public Policy Report No. 13.
21p. 1mf. L1 ED 286 970
Child Abuse and Neglect in America: The Problem and the Response. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
110p. 2mf. L1 ED 286 122
College Costs and Student Aid.
10p. 1mf. L1 ED 286 424
Day Care for Children in Denmark, Norway and Sweden.
144p. 2mf. L1 ED 286 658
Towards a National Policy for Undergraduate Science Education: With the Recommendations of the National Higher Education Associations' Task Force. ACE Special Report.
30p. 1mf. L1 ED 286 384
Welfare Eligibility: Deficit Reduction Act Income Verification Issues. Fact Sheet for the Ranking Minority Member, Subcommittee on Oversight of Government Management, Committee on Governmental Affairs, United States Senate.
97p. 2mf. L1 ED 286 990

Public Relations
Celebrations: American Camping Association Annual Report 1986.
17p. 1mf. L1 ED 286 670
Challenging the Future. The University Marketing Report, 1985.
339p. 4mf. L1 ED 286 395
Rhetorical Icon: Toward an Iconological Theory of U.S. Foreign Policy.
23p. 1mf. L1 ED 286 231

Public School Teachers
Performance-Based Compensation Models: Status and Potential for Implementation.
48p. 1mf. L1 ED 286 286
Target Forecast. Public School Teachers.
3p. 1mf. L1 ED 286 867
Teachers' Perspectives on the Problems of Their Profession: Implications for Policymakers and Practitioners.
67p. 1mf. L1 ED 286 828

Public Schools
CEC/NAPSEC Task Force To Develop Guidelines for Effective Cooperation between Public and Private Schools in Meeting Legal and Professional Responsibilities for the Education of Children with Disabilities.
17p. 1mf. L1 ED 286 307
Certification Manual. North Carolina Public School Professional Personnel.
101p. 2mf. L1 ED 286 866
Early Childhood Development Program, 1986-87. Interim Evaluation Report.
71p. 1mf. L1 ED 286 649
Home-Schooling: Reasons Some Parents Choose This Alternative Form of Education, and a Study of the Attitudes of Home-Schooling Parents and Public School Superintendents Toward the Benefits of Home-Schooling.
58p. 1mf. L1 ED 286 624
Profile of Pacific Schools.
172p. 2mf. L1 ED 286 976
Public Schools and Young Children: A Report of the First National Survey of Public School Districts Regarding Their Early Childhood Programs.
24p. 1mf. L1 ED 286 586
Six School Complex: A Successful Innovation in Washington, D.C.'s Public Schools.
232p. mf. L3 ED 286 984
Status of United States History in Indiana Public Schools.
38p. 1mf. L1 ED 286 777
Study of Traditional Circle Games of Five-Year-Old United States Public School Kindergarten Children.
18p. 1mf. L1 ED 286 638

Public Speaking
Comparative Study of the Effect of Subliminal Messages on Public Speaking Ability.
18p. 1mf. L1 ED 286 243
Competence, Expertise, and Accountability: Classical Foundations of the Cult of Expertise.
26p. 1mf. L1 ED 286 216

Puerto Rico
Needs Assessment Study of Vocational, Technical, and High Skills Education Programs 1986-1987.
141p. 2mf. L1 ED 286 065

Pupil Personnel Services
Facilitator's Guide to Staff Training for the Rural America Series. Module VI: Career Guidance Practices. Research and Development Series No. 149G.
34p. 1mf. L1 ED 286 678

Puppetry
INSA Hand Puppet Training Manual: Involving U.S. Citizens in a Puppetmaking Project To Enhance the Use of Educational Puppet Theater in Developing Nations.
58p. 1mf. L2 ED 286 788

Purchasing
Getting There: A Phenomenology of the Contexts of Car Buying.
13p. 1mf. L1 ED 286 784

Qualitative Research
Innovative Methods for Collecting and Analyzing Qualitative Data: Vignettes and Pre-Structured Cases.
17p. 1mf. L1 ED 286 924

Quality of Life
State of the World Environment, 1987. United Nations Environment Programme.
88p. 1mf. L1 ED 286 712

Quality of Teacher Work Life Survey
Quality of Teacher Work Life Survey: A Preliminary Report on a Measure of Teacher Stress and Job Satisfaction and the Implications for School Counselors.
40p. 1mf. L1 ED 286 094

Quality of Working Life
Quality of Teacher Work Life Survey: A Preliminary Report on a Measure of Teacher Stress and Job Satisfaction and the Implications for School Counselors.
40p. 1mf. L1 ED 286 094
Racial Differentials in Younger Male Occupational Mobility Over the Business Cycle, 1966-1975.
11p. 1mf. L1 ED 286 969
Technological Innovation and Strategic Human Resource Management: Developing a Theory.
38p. 1mf. L1 ED 286 100

Quasiexperimental Design
Evaluation Technique and Program Efficiency Measures: Statistical Derivations for the Regression Discontinuity Design.
22p. 1mf. L1 ED 286 895

Questioning Techniques
Dependencies between Teacher-Child and Child-Child Contingent Verbal Behaviors in Two Preschool Programs.
32p. 1mf. L1 ED 286 661

Questionnaires
ASQ: Asking Significant Questions. Alternative Tools for Information Need and Accountability Assessments by Libraries.
428p. 5mf. L1 ED 286 519
Model for Evaluating Art Education Programs.
48p. 1mf. L1 ED 286 916

Racial Bias
Black American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
40p. 1mf. L2 ED 286 972
Racial Intolerance: A Child's Perspective. Foundation for Child and Youth Studies Selected Papers Number 48.
18p. 1mf. L1 ED 286 578

Racial Differences
Gender and Race Effects on Standardized Tests Predictive Validity: A Meta-analytical Study.
51p. 1mf. L1 ED 286 914
Investigation of the Otis-Lennon School Ability Test to Predict WISC-R Full Scale IQ for Referred Children.
15p. 1mf. L1 ED 286 883
Noncognitive Variables in Predicting Counseling Center Use by Race.
25p. 1mf. L1 ED 286 106
Racial Differentials in Younger Male Occupational Mobility Over the Business Cycle, 1966-1975.
11p. 1mf. L1 ED 286 969

Racial Discrimination
FE Can Really Change Your Life. The Experience of Afro-Caribbean and Asian Students in Further Education. An Occasional Paper.
47p. 1mf. L1 ED 286 050

Racial Identification
From South to North U.S.A.: The Afro-American Immigrant Experience in the Plays of August Wilson.
17p. 1mf. L1 ED 286 783

Racial Relations
Race Relations and Adolescents: Coping with New Realities. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
106p. 2mf. L1 ED 286 957

Racial Segregation
Jefferson County and Louisville Have Most Segregated Public Housing in Kentucky 1985: Desegregation Accelerates at Most Authorities between July 1984 and July 1985.
74p. 1mf. L2 ED 286 951

Racially Balanced Schools
Inner-County Boundary Adjustments Pull Nearly all Schools within Guidelines 1986-87: Percentage of Black Teachers Unchanged, but Number Up; No Black Football and Basketball Coaches at Four Schools, Few Whites at Formerly-Black Schools.
56p. 1mf. L2 ED 286 953
Record 14 Fayette County Schools Assigned over 30 Percent Black Students 1986-87. Black Teachers Fall to Nine-Year Low of 187; Two Black Administrators Added.
72p. 1mf. L2 ED 286 952

Radiation Effects
Biological and Health Effects of Electromagnetic (Nonionizing) Radiation. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 762

Radio
Developing Teaching Expertise Where It Matters: Radic Assisted Practice as an Application of Skills Psychology.
33p. 1mf. L1 ED 286 496

Rail Transportation
Ihr Ticket fur Munchen (Your Ticket to Munich).
21p. 1mf. L1 ED 286 357

Rasch Model
Riding the Rasch Tiger. Part 1: Laying the Item Bank Foundation (Paul Volker Would Approve).
38p. 1mf. L1 ED 286 921
Riding the Rasch Tiger. Part 2: Implications for District Testing Programs (Where the Rubber Meets the Road).
44p. 1mf. L1 ED 286 922
Riding the Rasch Tiger. Part 3: Rasch-Based Evaluation (Without Regrets or Regression to the Mean).
33p. 1mf. L1 ED 286 923

Rationality
On the Relation of Reasoning and Rationality.
5p. 1mf. L1 ED 286 648

Reaction Time
Asymmetries in the Control of Saccadic Eye Movements to Bifurcating Targets.
22p. 1mf. L1 ED 286 905
Cognitive Arithmetic: Evidence for the Development of Automaticity.
10p. 1mf. L1 ED 286 732
Difference between Task Understanding and Reasoning Skills in Children's Syllogistic Performance.
27p. 1mf. L1 ED 286 373

Readability
It Matters if They Read: Evaluation of Ten Age-Paced Parent Education Home Learning Programs.
9p. 1mf. L1 ED 286 164
L'Education et l'information juridiques dans un contexte bilingue. Etude exploratrice sur la comprehension populaire des lois (Legal Education and Information in a Bilingual Context. Exploratory Study on the Popular Understanding of Laws).
103p. 2mf. L1 ED 286 371

Readership Analysis
It Matters if They Read: Evaluation of Ten Age-Paced Parent Education Home Learning Programs.
9p. 1mf. L1 ED 286 164

Reading
Enabling Handicapped Nonreaders to Independently Obtain Information: Initial Development of an Inexpensive Bar Code Reader System.
11p. 1mf. L1 ED 286 316
Native Library Resources for Elementary, Junior and Senior High Schools.
69p. 1mf. L1 ED 286 663
Reading on Television?
16p. 1mf. L1 ED 286 490

Reading Achievement
Evaluation of the Newark School District Twice-Retained Program 1985-1986. DRET Report No. 34.
81p. 1mf. L1 ED 286 887
Parental Influence and Involvement on Reading Achievement.
13p. 1mf. L1 ED 286 150
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies. ERIC Digest.
4p. 1mf. L1 ED 286 705

Reading Attitudes
Parental Influence and Involvement on Reading Achievement.
13p. 1mf. L1 ED 286 150
What Happens When Readers Do Not Read? The Problem of Reluctant Readers.
27p. 1mf. L1 ED 286 165

Reading Centers
Needed: A Better Link between the Learning Center and the Classroom.
15p. 1mf. L1 ED 286 151

Reading Comprehen
Student Achievement Study, 1970-1974. The IEA Six-Subject Data Bank machine-readable data file .
4p. 1mf. L3 ED 286 945

Reading Comprehension
Developmental Changes in the Understanding of Simple and Complex Causal Relations in Stories.
16p. 1mf. L1 ED 286 161

(Continued)

Reading Comprehension *(Continued)*
Investigation of the Effects of Guided Imagery, before Reading, on Comprehension of Stories in a Narrative Text.
98p. 2mf. L1 ED 286 149
L'Education et l'information juridiques dans un contexte bilingue. Etude exploratrice sur la comprehension populaire des lois (Legal Education and Information in a Bilingual Context. Exploratory Study on the Popular Understanding of Laws).
103p. 2mf. L1 ED 286 371
Student Assessment: Literacy. ERIC Digest.
3p. 1mf. L1 ED 286 554
Word Study: A Problem-Solving Strategy for Reading Comprehension. Postsecondary Intervention Model for Learning Disabilities. Study Manual #2.
21p. 1mf. L1 ED 286 309

Reading Difficulties
Artistic Expression through Exposure to the Right Brain Mode and Corresponding Relationship to the Learning Disabled.
17p. 1mf. L1 ED 286 306
Evaluation of the Effectiveness of Computer-Assisted Component Reading Subskills Training. Education and Technology Series.
236p. 3mf. L1 ED 286 163
Needed: A Better Link between the Learning Center and the Classroom.
15p. 1mf. L1 ED 286 151
Using an Integrated Model Incorporating Material Modification and Direct Teaching to Remediate an At-Risk Student.
20p. 1mf. L1 ED 286 878

Reading Habits
What Happens When Readers Do Not Read? The Problem of Reluctant Readers.
27p. 1mf. L1 ED 286 165

Reading Improvement
Evaluation of the Effectiveness of Computer-Assisted Component Reading Subskills Training. Education and Technology Series.
236p. 3mf. L1 ED 286 163
Needed: A Better Link between the Learning Center and the Classroom.
15p. 1mf. L1 ED 286 151

Reading Instruction
Administrator's Overview for Teaching Reading.
12p. 1mf. L1 ED 286 287
Attitudes and Image of Reading Teachers.
10p. 1mf. L1 ED 286 169
Collaborations for Literacy. An Intergenerational Reading Project. Tutor's Handbook.
163p. 2mf. L1 ED 285 970
Collaborations for Literacy. An Intergenerational Reading Project. Administrator's Handbook.
173p. 2mf. L1 ED 285 969
Evaluation of the Effectiveness of Computer-Assisted Component Reading Subskills Training. Education and Technology Series.
236p. 3mf. L1 ED 286 163
Integrating Reading and Writing Instruction at the Primary Level.
12p. 1mf. L1 ED 286 158
Investigation of the Effects of Guided Imagery, before Reading, on Comprehension of Stories in a Narrative Text.
98p. 2mf. L1 ED 286 149
Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program. An Instructional Guide.
76p. 1mf. L1 ED 286 046
On the Front Lines: A Comparison of Reading Instruction Programs in Two South Carolina Schools.
33p. 1mf. L1 ED 286 155
Reading and Computers: Issues for Theory and Practice. Computers and Education Series.
205p. mf. L3 ED 286 162
Reading Process and Practice: From Socio-Psycholinguistics to Whole Language.
483p. mf. L3 ED 286 157
Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor. Literacy Education for the Elderly Project.
56p. 1mf. L2 ED 286 000
Utilization of New Technologies to Improve Instruction for Limited English Proficient Adults.
143p. 2mf. L1 ED 285 977

Reading Interests
What Happens When Readers Do Not Read? The Problem of Reluctant Readers.
27p. 1mf. L1 ED 286 165

Reading Motivation
What Happens When Readers Do Not Read? The Problem of Reluctant Readers.
27p. 1mf. L1 ED 286 165

Reading Processes
Eye Movement Control during Reading: I. The Location of Initial Eye Fixations on Words. Technical Report No. 406.
23p. 1mf. L1 ED 286 166
Investigation of the Effects of Guided Imagery, before Reading, on Comprehension of Stories in a Narrative Text.
98p. 2mf. L1 ED 286 149
Levels of Phonological Awareness.
21p. 1mf. L1 ED 286 156
Reading and Computers: Issues for Theory and Practice. Computers and Education Series.
205p. mf. L3 ED 286 162
Reading Process and Practice: From Socio-Psycholinguistics to Whole Language.
483p. mf. L3 ED 286 157

Reading Programs
Administrator's Overview for Teaching Reading.
12p. 1mf. L1 ED 286 287
Needed: A Better Link between the Learning Center and the Classroom.
15p. 1mf. L1 ED 286 151
On the Front Lines: A Comparison of Reading Instruction Programs in Two South Carolina Schools.
33p. 1mf. L1 ED 286 155
Project Literacy U.S. (PLUS): Information and Resources for Task Forces.
195p. 3mf. L1 ED 286 154

Reading Readiness
Report to Parents: A Collection.
12p. 1mf. L1 ED 286 576

Reading Skills
Grade 12 Diploma Examinations Program Bulletin. English 30 & English 33. 1987-88 School Year.
58p. 1mf. L1 ED 286 199
Grade 6 English Language Arts Curriculum Specifications.
9p. 1mf. L1 ED 286 197
Grade 6 English Language Arts Student Achievement Testing Program Bulletin. 1987-88 School Year.
39p. 1mf. L1 ED 286 196
Study of the Relationship between Reading, Computational, and Critical Thinking Skills and Academic Success in Fundamentals of Chemistry.
8p. 1mf. L1 ED 286 569

Reading Strategies
Investigation of the Effects of Guided Imagery, before Reading, on Comprehension of Stories in a Narrative Text.
98p. 2mf. L1 ED 286 149
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies. ERIC Digest.
4p. 1mf. L1 ED 286 705

Reading Teachers
Attitudes and Image of Reading Teachers.
10p. 1mf. L1 ED 286 169

Reading Tests
Equating of 1985 to 1986 Citywide Reading and Mathematics Tests.
61p. 1mf. L1 ED 286 903
Grade 12 Diploma Examinations Program Bulletin. English 30 & English 33. 1987-88 School Year.
58p. 1mf. L1 ED 286 199

Reading Writing Relationship
Activating Latent Writing Strategies.
15p. 1mf. L1 ED 286 185
Entering a Discourse Community: Writing as a Mode of Learning in a Content Course.
21p. 1mf. L1 ED 286 210
Integrating Reading and Writing Instruction at the Primary Level.
12p. 1mf. L1 ED 286 158

Reagan Administration
American Students' Perceptions of American Foreign Policy.
6p. 1mf. L1 ED 286 817

Recall (Psychology)
Children and Television: A Study of New TV Programs for Children Based on the Pilot of an Animated Production.
36p. 1mf. L1 ED 286 480
Interpersonal Process Recall (IPR): Uses in Training Trauma Counselors.
19p. 1mf. L1 ED 286 105

Recipes (Food)
Bergsteigen in den Alpen (Mountain Climbing in the Alps).
6p. 1mf. L1 ED 286 358

Recognition (Psychology)
Recognition of Melodies by Humans and by Machine.
25p. 1mf. L1 ED 286 476

Recordkeeping
Migrant Student Record Transfer System: What Is It and Who Uses It? ERIC Digest.
4p. 1mf. L1 ED 286 700

Records Management
Archival Appraisal of Sound Recordings and Related Materials: A RAMP Study with Guidelines.
98p. 2mf. L2 ED 286 538
Processing of Architects' Records. A Case-Study: France.
83p. 1mf. L2 ED 286 528

Recreational Activities
Bergsteigen in den Alpen (Mountain Climbing in the Alps).
6p. 1mf. L1 ED 286 358
Visitors Abroad.
9p. 1mf. L1 ED 286 361

Recreational Facilities
Student Fees: The Politics of Funding Recreation Facilities.
28p. 1mf. L1 ED 286 433

Recreational Reading
What Happens When Readers Do Not Read? The Problem of Reluctant Readers.
27p. 1mf. L1 ED 286 165
Your Library--Greatest Show of All! A Planning Manual.
94p. 1mf. L1 ED 286 148
Your Library--Greatest Show of All! Activity Manual.
272p. 3mf. L1 ED 286 160

Reentry Workers
Focus on Careers. A Program for Single Parents or Homemakers. Final Report, Project No. 7-2D05, from July 1, 1986 to June 30, 1987.
58p. 1mf. L1 ED 285 985

Reference Materials
Acid Rain. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 763
Annotated Bibliography of Reference Materials for Use in a Junior-Senior High School Library Media Center.
26p. 1mf. L1 ED 286 518
Asbestos. LC Science Tracer Bullet.
Needs Assessment Study of Vocational, Technical, and High Skills Education Programs 1986-1987.
141p. 2mf. L1 ED 286 065
Problems in Defending the Theoretical Dimension in Teacher Education.
9p. 1mf. L1 ED 286 877

Relevance (Information Retrieval)
Cost and Search Result Comparisons of BRS After Dark and Knowledge Index.
15p. 1mf. L1 ED 286 520

Reliability
Alternative Methods for Calculating Intercoder Reliability in Content Analysis: Kappa, Weighted Kappa and Agreement Charts Procedures.
22p. 1mf. L1 ED 286 173
Estimating the Reliability of Dynamic Variables Requiring Rater Judgment: A Generalizability Paradigm.
23p. 1mf. L1 ED 286 902
Stability of School Effectiveness Indices across Years.
26p. 1mf. L1 ED 286 900

Religion
God's Line Is Never Busy: Stories and Metaphors in Two Southern Appalachian Churches.
33p. 1mf. L1 ED 286 234
Longitudinal Study of Catholic College Undergraduates' Affiliation and Faith Development.
11p. 1mf. L1 ED 286 401

Religious Conflict
Behind Textbook Censorship.
17p. 1mf. L1 ED 286 798

Religious Education
Philosophy and Objectives: Course of Study.
24p. 1mf. L1 ED 286 779

Reluctant Readers
What Happens When Readers Do Not Read? The Problem of Reluctant Readers.
27p. 1mf. L1 ED 286 165

Remedial Instruction
Assessment and Remediation Issues in Articulation.
13p. 1mf. L1 ED 286 435
Chapter ONe Program in Community High School District #218: A Third Party Evaluation.
86p. 1mf. L1 ED 286 948
Controversies Surrounding Developmental Education in the Community College. ERIC Digest.
6p. 1mf. L1 ED 286 557
Dysgraphia: Why Johnny Can't Write: A Handbook for Teachers and Parents.
48p. 1mf. L2 ED 286 339
Learning Disabled College Writers Project, Evaluation Report, Three-Variable Relationships.
23p. 1mf. L1 ED 286 214
Bringing Students In: The Advantage of a Partisan View.
14p. 1mf. L1 ED 286 548
Fact and Fancy in Relationship Evolution Research: Commentaries and Suggestions for Future Research.
20p. 1mf. L1 ED 286 218
Hawthorne Control Procedures in Educational Experiments: A Reconsideration of Their Use and Effectiveness.
18p. 1mf. L1 ED 286 926
Homogeneity of School Achievement.
14p. 1mf. L1 ED 286 915
International Comprehension of Environmental Problems, Education and Training.
9p. 1mf. L1 ED 286 713
Teacher as Researcher.
9p. 1mf. L1 ED 286 366

Research Implementation
Researchers at the Center: Suggestions for Early Childhood Educators.
18p. 1mf. L1 ED 286 647

Research Libraries
Annual Report of the Librarian of Congress, 1986. For the Fiscal Year Ending September 30, 1986.
234p. 3mf. L1 ED 286 534
NCIP: Means to an End. Minutes of the Meeting of the Association of Research Libraries (109th, Washington, D.C., October 22-23, 1986).
132p. 2mf. L1 ED 286 502

Research Libraries Group Conspectus
NCIP: Means to an End. Minutes of the Meeting of the Association of Research Libraries (109th, Washington, D.C., October 22-23, 1986).
132p. 2mf. L1 ED 286 502

Research Methodology
"All in the Family" in Context: A Unified Model of Media Studies Applied to Television Criticism.
26p. 1mf. L1 ED 286 240
Alternative Methods for Calculating Intercoder Reliability in Content Analysis: Kappa, Weighted Kappa and Agreement Charts Procedures.
22p. 1mf. L1 ED 286 173
Autobiography as Representative Anecdote: A Burkean Paradigm for Research on Literacy Cultures.
17p. 1mf. L1 ED 286 189
Beyond Hage: Building Communication Theory by Exploring Three-Variable Relationships.
23p. 1mf. L1 ED 286 214
Fact and Fancy in Relationship Evolution Research: Commentaries and Suggestions for Future Research.
20p. 1mf. L1 ED 286 218
Innovative Methods for Collecting and Analyzing Qualitative Data: Vignettes and Pre-Structured Cases.
17p. 1mf. L1 ED 286 924
Measuring Divergent Thinking Ability of Preschool Children Using Demonstrative as Well as Verbalized Responses.
13p. 1mf. L1 ED 286 637
Methodology and Outcomes of Research on Modifying Attitudes Toward Persons with Disabilities: A Comprehensive, Systematic Review.
57p. 1mf. L1 ED 286 335
Relationship between Method and Validity in Social Science Research.
24p. 1mf. L2 ED 286 934
Relationship between Self-Estimates of Vocational Interests and Inventory Scores.
63p. 1mf. L1 ED 286 029
Second IEA Mathematics Study. Sampling Report.
229p. 3mf. L1 ED 286 708
Teacher as Researcher.
9p. 1mf. L1 ED 286 366

Research Needs
American Council on Consumer Interests Annual Conference Proceedings (33rd, Denver, Colorado, April 1-4, 1987).
425p. 5mf. L2 ED 286 052
Meeting the Challenge: Computers and Higher Order Thinking. A Research Agenda. Program Report 86-15. Report of a Research Conference Held at the National Academy of Sciences (Washington, DC, October 31-November 1, 1985).
27p. 1mf. L1 ED 286 467
On the Relation of Reasoning and Rationality.
5p. 1mf. L1 ED 286 648

Research Papers (Students)
Writing: The Research Paper. Postsecondary Intervention Model for Learning Disabilities. Study Manual #3.
17p. 1mf. L1 ED 286 310

Research Problems
Beyond Hage: Building Communication Theory by Exploring Three-Variable Relationships.
23p. 1mf. L1 ED 286 214
Bringing Students In: The Advantage of a Partisan View.
14p. 1mf. L1 ED 286 548
Fact and Fancy in Relationship Evolution Research: Commentaries and Suggestions for Future Research.
20p. 1mf. L1 ED 286 218
Gender: A Relevant Concept for Educational Leadership.
26p. 1mf. L1 ED 286 254
Hawthorne Control Procedures in Educational Experiments: A Reconsideration of Their Use and Effectiveness.
18p. 1mf. L1 ED 286 926
Inferential Judgments Affecting the Decision-Making Process in the Attorney General's Commission on Pornography.
34p. 1mf. L1 ED 286 244
Occupational Literacy and/or Literacy in the Workplace.
24p. 1mf. L1 ED 286 044

Research Reports
Acid Rain. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 763
Asbestos. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 760
Biological and Health Effects of Electromagnetic (Nonionizing) Radiation. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 762

Research Skills
Hollywood Films as a Teaching Tool.
6p. 1mf. L1 ED 286 815
Writing: The Research Paper. Postsecondary Intervention Model for Learning Disabilities. Study Manual #3.
17p. 1mf. L1 ED 286 310

Research Tools
Second International Mathematics Study. Training Manual for Use of the Databank of the Longitudinal, Classroom Process Surveys for Population A in the IEA Second International Mathematics Study. Contractor's Report.
109p. 2mf. L1 ED 286 707

Research Utilization
Research on Teacher Effects: Uses and Abuses. Occasional Paper No. 116.
43p. 1mf. L1 ED 286 860

Residential Institutions
Annual Statistical Report, Program Operations 1986. New York State Division for Youth.
143p. 2mf. L1 ED 286 962

Residential Patterns
Creating a Database for Demographic Research: A Case Study.
14p. 1mf. L1 ED 286 908
Jefferson County and Louisville Have Most Segregated Public Housing in Kentucky 1985: Desegregation Accelerates at Most Authorities between July 1984 and July 1985.
74p. 1mf. L2 ED 286 951

Residential Programs
Abuse of Mentally Retarded Persons: Characteristics of the Abused, the Abuser, and the Informer.
24p. 1mf. L1 ED 286 313
Annual Statistical Report Program Operations 1985. New York State Division for Youth.
133p. 2mf. L1 ED 286 961

Resource Allocation
Library Staffing Needs in the California State University. A Report of the Task Force on Library Staffing.
143p. 2mf. L1 ED 286 500
Outward Efficiency of Schools.
12p. 1mf. L1 ED 286 290

Resource And Referral Service
Family Day Care: An Option for Rural Communities.
80p. 1mf. L1 ED 286 631

Resource Materials
Facilitator's Guide to Staff Training for the Rural America Series. Module V: Resources. Research and Development Series No. 149F.
36p. 1mf. L1 ED 286 677
Leadership Education '87: A Source Book for Those Planning Programs and Teaching Courses in Leadership.
457p. 5mf. L2 ED 286 398
Resource Guide for Teachers and Health Providers.
245p. 3mf. L1 ED 286 694

Resources in Education
Distance Education: Index to ERIC Papers, 1966-1985. Volume One: ED Documents.
55p. 1mf. L1 ED 286 497
Resources in Education (RIE). Volume 23, Number 2.
p. mf. L2 ED 285 967

Response Shift
Validity Threats in Retrospective Pretest-Posttest Designs.
13p. 1mf. L1 ED 286 896

Response Style (Tests)
Validity Threats in Retrospective Pretest-Posttest Designs.
13p. 1mf. L1 ED 286 896

Responses
Racial Intolerance: A Child's Perspective. Foundation for Child and Youth Studies Selected Papers Number 48.
18p. 1mf. L1 ED 286 578

Restraints (Vehicle Safety)
Safety Belt Programs at the Workplace. WBGH Worksite Wellness Series.
54p. 1mf. L2 ED 286 018

Resumes (Personal)
Mature/Older Job Seeker's Guide.
131p. 2mf. L2 ED 286 003

Retirement Benefits
Pensions: Worker Coverage and Retirement Income, 1984. Data from the Survey of Income and Program Participation.
38p. 1mf. L1 ED 286 071
Wellness for Older Workers and Retirees. WBGH Worksite Wellness Series.
70p. 1mf. L2 ED 286 015

Retreats
Summary and Evaluation of the California Literacy Campaign Retreat (Asilomar, California, February 25-27, 1987).
135p. 2mf. L1 ED 286 515

Retrospective Pretesting
Validity Threats in Retrospective Pretest-Posttest Designs.
13p. 1mf. L1 ED 286 896

Revision (Written Composition)
Effect of Typing Skill on Using a Word Processor for Composition.
21p. 1mf. L1 ED 286 465

Rhetoric
"When God Is Manly, All Men Are God-Like": A Rhetorical Analysis of the Protestant Christian Feminist Movement.
26p. 1mf. L1 ED 286 215
Competence, Expertise, and Accountability: Classical Foundations of the Cult of Expertise.
26p. 1mf. L1 ED 286 216
Teaching the Black Rhetoric Course.
27p. 1mf. L1 ED 286 183
Territory of Language: Linguistics, Stylistics, and the Teaching of Composition.
389p. mf. L3 ED 286 191

Rhetorical Criticism
Against the Bureaucratization of Criticism.
17p. 1mf. L1 ED 286 251
Rhetorical Icon: Toward an Iconological Theory of U.S. Foreign Policy.
23p. 1mf. L1 ED 286 231

Rhetorical Effectiveness
Competence, Expertise, and Accountability: Classical Foundations of the Cult of Expertise.
26p. 1mf. L1 ED 286 216

Rhetorical Stance
Rhetorical Icon: Toward an Iconological Theory of U.S. Foreign Policy.
23p. 1mf. L1 ED 286 231

Rhode Island College
Agreement between the Rhode Island Board of Governors and Rhode Island College Chapter of the American Federation of Teachers AFL/CIO Local #1819, 1985-87.
92p. 1mf. L1 ED 286 441

Right to Treatment
Wyatt v. Stickney: A Consent Decree.
23p. 1mf. L1 ED 286 314

Robert Wood Johnson Foundation
Robert Wood Johnson Foundation Special Report Number One. The Foundation's Minority Medical Training Programs.
25p. 1mf. L1 ED 286 410

Rochester City School District NY
Secondary School Profiles, 1985-1986. Rochester City School District. Includes New York State Comprehensive Assessment Report Data.
144p. 2mf. L1 ED 286 888

Role Conflict
Treating the Aging Family: Demystifying Dysfunctional Role Expectations.
19p. 1mf. L1 ED 286 089

Role of Education
Education in Ancient and the Present Egypt: From 4000 B.C. to A.D. 1983.
26p. 1mf. L1 ED 286 780
Meeting the Independent Learner Half Way.
6p. 1mf. L1 ED 286 007
Vocational Agriculture: A Unique Program That Should Be Retained. A Position Paper.
12p. 1mf. L1 ED 286 030

Role Perception
Measurement of Client Preferences for Therapist Behavior.
38p. 1mf. L1 ED 286 138
Preparing Change Agents for Change Agent Roles.
12p. 1mf. L1 ED 286 666

Role Playing
Discussion Classes at University Level.
7p. 1mf. L1 ED 286 372

Role Preparation
Working with Single-Parent Families: A Manual for Conducting Workshops with Single Parents. A Facilitator's Guide.
293p. 4mf. L2 ED 286 616

Role Satisfaction
Homemaking Practices and Evening Meals in Married and Separated Families with Young Children.
27p. 1mf. L1 ED 286 604
Maternal Employment, Maternal Role Satisfaction and Early Adolescent Outcomes.
35p. 1mf. L1 ED 286 655

Roving Leaders Outreach Program
Evaluation of the Dade County Public Schools Roving Leaders Outreach Program.
27p. 1mf. L1 ED 286 889

Rowing
Rowing Physiology.
74p. 1mf. L1 ED 286 844

Rural America Series
Facilitator's Guide to Staff Training for the Rural America Series. Introduction. Research and Development Series No. 149A.
21p. 1mf. L1 ED 286 672
Facilitator's Guide to Staff Training for the Rural America Series. Module II: Initial Planning. Research and Development Series No. 149C.
52p. 1mf. L1 ED 286 674
Facilitator's Guide to Staff Training for the Rural America Series. Module 1: Understanding the Need. Research and Development Series No. 149B.
63p. 1mf. L1 ED 286 673
Facilitator's Guide to Staff Training for the Rural America Series. Module IV: Behavioral and Program Objectives. Research and Development Series No. 149E.
46p. 1mf. L1 ED 286 676
Facilitator's Guide to Staff Training for the Rural America Series. Module III: Needs Assessment. Research and Development Series No. 149D.
54p. 1mf. L1 ED 286 675
Facilitator's Guide to Staff Training for the Rural America Series. Module V: Resources. Research and Development Series No. 149F.
36p. 1mf. L1 ED 286 677
Facilitator's Guide to Staff Training for the Rural America Series. Module VIII: Placement. Research and Development Series No. 149I.
30p. 1mf. L1 ED 286 680
Facilitator's Guide to Staff Training for the Rural America Series. Module VII. Counseling. Research and Development Series No. 149H.
50p. 1mf. L1 ED 286 679
Facilitator's Guide to Staff Training for the Rural America Series. Module VI: Career Guidance Practices. Research and Development Series No. 149G.
34p. 1mf. L1 ED 286 678

(Continued)

Rural America Series *(Continued)*

Facilitator's Guide to Staff Training for the Rural America Module X: Community Relations and Involvement. Research and Development Series No. 149K.
28p. 1mf. L1 ED 286 682

Facilitator's Guide to Staff Training for the Rural America Series. Module IX: Staff Development. Research and Development Series No. 149J.
29p. 1mf. L1 ED 286 681

Facilitator's Guide to Staff Training for the Rural America Series. Module XII: Evaluation. Research and Development Series No. 149M.
44p. 1mf. L1 ED 286 684

Facilitator's Guide to Staff Training for the Rural America Series. Module XI: Community Perspectives. Research and Development Series No. 149L.
34p. 1mf. L1 ED 286 683

Facilitator's Guide to Staff Training for the Rural America Series. Module XIV: Case Studies. Research and Development Series No. 149O.
40p. 1mf. L1 ED 286 686

Facilitator's Guide to Staff Training for the Rural America Series. Module XIII: Cooperative Agreements with Business, Industry and Labor. Research and Development Series No. 149N.
42p. 1mf. L1 ED 286 685

Facilitator's Guide to Staff Training for the Rural America Series. Participant Materials, Modules I-XIV. Research and Development Series No. 149Q.
171p. 2mf. L1 ED 286 688

Facilitator's Guide to Staff Training for the Rural America Series. Appendix A: Evaluation Procedures and Multiple Day Workshop Questionnaire. Research and Development Series No. 149P.
43p. 1mf. L1 ED 286 687

Facilitator's Guide to Staff Training for the Rural America Series. Transparency Masters, Modules I-XIV. Research and Development Series No. 149R.
102p. 2mf. L1 ED 286 689

Rural Areas

Family Day Care: An Option for Rural Communities.
80p. 1mf. L1 ED 286 631

Field Based Model for Delivery of Preservice and Inservice Training for International School District Personnel in Remote Areas.
10p. 1mf. L1 ED 286 837

Rural Development

Appalachian Regional Commission: 1986 Annual Report.
112p. 2mf. L1 ED 286 695

Non-Formal Education in the Developing States in the South African Context. Part II. Non-Formal Education in Ciskei.
58p. 1mf. L2 ED 285 976

Rural Education

Delivery of TAFE Services to People in Remote Areas--A Case Study with Generalisations.
200p. 3mf. L1 ED 286 058

Rural Extension

Farm Crisis Response: Extension and Research Activities in the North Central Region.
73p. 1mf. L1 ED 286 706

Rural Population

Health Care Marketing: Opinions of Providers. North Dakota Economic Studies, Number 46.
91p. 1mf. L1 ED 286 119

Rural Schools

Educational Effects of the Introduction of a State Supported Program of Smaller Classes. A Study of the First Year of Indiana's Project PRIME TIME and Its Effects on Test Results (1984-85). A Comprehensive Analysis.
15p. 1mf. L1 ED 286 842

Facilitator's Guide to Staff Training for the Rural America Series. Introduction. Research and Development Series No. 149A.
21p. 1mf. L1 ED 286 672

Facilitator's Guide to Staff Training for the Rural America Series. Module II: Initial Planning. Research and Development Series No. 149C.
52p. 1mf. L1 ED 286 674

Facilitator's Guide to Staff Training for the Rural America Series. Module 1: Understanding the Need. Research and Development Series No. 149B.
63p. 1mf. L1 ED 286 673

Facilitator's Guide to Staff Training for the Rural America Series. Module IV: Behavioral and Program Objectives. Research and Development Series No. 149E.
46p. 1mf. L1 ED 286 676

Facilitator's Guide to Staff Training for the Rural America Series. Module III: Needs Assessment. Research and Development Series No. 149D.
54p. 1mf. L1 ED 286 675

Facilitator's Guide to Staff Training for the Rural America Series. Module V: Resources. Research and Development Series No. 149F.
36p. 1mf. L1 ED 286 677

Facilitator's Guide to Staff Training for the Rural America Series. Module VI: Career Guidance Practices. Research and Development Series No. 149G.
34p. 1mf. L1 ED 286 678

Facilitator's Guide to Staff Training for the Rural America Series. Module VIII: Placement. Research and Development Series No. 149I.
30p. 1mf. L1 ED 286 680

Facilitator's Guide to Staff Training for the Rural America Module X: Community Relations and Involvement. Research and Development Series No. 149K.
28p. 1mf. L1 ED 286 682

Facilitator's Guide to Staff Training for the Rural America Series. Module IX: Staff Development. Research and Development Series No. 149J.
29p. 1mf. L1 ED 286 681

Facilitator's Guide to Staff Training for the Rural America Series. Module XII: Evaluation. Research and Development Series No. 149M.
44p. 1mf. L1 ED 286 684

Facilitator's Guide to Staff Training for the Rural America Series. Module XI: Community Perspectives. Research and Development Series No. 149L.
34p. 1mf. L1 ED 286 683

Facilitator's Guide to Staff Training for the Rural America Series. Module XIV: Case Studies. Research and Development Series No. 149O.
40p. 1mf. L1 ED 286 686

Facilitator's Guide to Staff Training for the Rural America Series. Module XIII: Cooperative Agreements with Business, Industry and Labor. Research and Development Series No. 149N.
42p. 1mf. L1 ED 286 685

Facilitator's Guide to Staff Training for the Rural America Series. Participant Materials, Modules I-XIV. Research and Development Series No. 149Q.
171p. 2mf. L1 ED 286 688

Facilitator's Guide to Staff Training for the Rural America Series. Appendix A: Evaluation Procedures and Multiple Day Workshop Questionnaire. Research and Development Series No. 149P.
43p. 1mf. L1 ED 286 687

Facilitator's Guide to Staff Training for the Rural America Series. Transparency Masters, Modules I-XIV. Research and Development Series No. 149R.
102p. 2mf. L1 ED 286 689

Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide. ERIC Mini-Review.
6p. 1mf. L1 ED 286 698

Rural Urban Differences

Induction of Counselors to the Profession.
16p. 1mf. L1 ED 286 085

Saccadic Eye Movements

Asymmetries in the Control of Saccadic Eye Movements to Bifurcating Targets.
22p. 1mf. L1 ED 286 905

Safety Education

Firearms Training Systems for Females. Final Report from July 1, 1986 to June 30, 1987.
76p. 1mf. L1 ED 285 990

Using Pesticides Safely. Special Circular 296.
13p. 1mf. L1 ED 286 671

Salaries

Report on Salaries of Administrative Nursing Faculty, Excluding Deans, in Colleges and Universities. Institutional Data Series 86-4.
41p. 1mf. L1 ED 286 392

Salary Wage Differentials

College Faculty Salaries, 1976-1986. OERI Bulletin, August 1987.
19p. 1mf. L1 ED 286 413

Male-Female Differences in Work Experience, Occupation, and Earnings: 1984. Data from the Survey of Income and Program Participation.
49p. 1mf. L1 ED 286 070

Performance-Based Compensation Models: Status and Potential for Implementation.
48p. 1mf. L1 ED 286 286

Sampling

Identifying Anglo, Mexican American and American Indian Respondents for a Study of Recent Widows: Suggestions for Future Researchers. Working Paper No. 23.
19p. 1mf. L1 ED 286 668

Second IEA Mathematics Study. Sampling Report.
229p. 3mf. L1 ED 286 708

Sanctions

How Young People Interpret Teachers' Sanctions.
83p. 1mf. L1 ED 286 829

Santa Fe Community College FL

Focus on Careers. A Program for Single Parents or Homemakers. Final Report, Project No. 7-2D05, from July 1, 1986 to June 30, 1987.
58p. 1mf. L1 ED 285 985

Saskatchewan

Creative and Critical Thinking as Common Essential Learnings for Saskatchewan Schools.
140p. 2mf. L1 ED 286 152

Technological Literacy. A Common Essential Learning for Saskatchewan Students.
68p. 1mf. L1 ED 286 737

Satellite News Gathering

Satellite News Feeds: Protecting a Transient Interest.
42p. 1mf. L1 ED 286 176

Satisfaction

Complexities in the Evaluation of Principals: The Relationship between Satisfaction with Evaluation Processes, Criteria, and Sources of Information.
31p. 1mf. L1 ED 286 276

Scanning

Improved Row/Column Scanning System.
6p. 1mf. L1 ED 286 320

Scheduling

Guidelines for Implementing the 240-Minute Kindergarten Program.
16p. 1mf. L1 ED 286 599

Schemata (Cognition)

Investigation of the Effects of Guided Imagery, before Reading, on Comprehension of Stories in a Narrative Text.
98p. 2mf. L1 ED 286 149

Schematic Studies

Method Experts Use To Evaluate the Validity of Models Used as Problem Representations in Science and Mathematics.
26p. 1mf. L1 ED 286 744

Scholastic Aptitude Test

Coaching for Tests. ERIC Digest.
4p. 1mf. L1 ED 286 939

Computer as a Tool in SAT Preparation.
16p. 1mf. L1 ED 286 932

Predictive Validity of the Scholastic Aptitude Test for Disabled Students. Studies of Admissions Testing and Handicapped People, Report No. 8.
73p. 1mf. L1 ED 286 884

School Administration

Functional Opportunities of the School Administration in Municipalities with Local Agencies and Free Municipality Experiments.
11p. 1mf. L1 ED 286 289

School Age Day Care

Child Care Notebook. Revised.
78p. 1mf. L2 ED 286 644

School Attitudes

Maricopa Community Colleges Alumni Study, 1986-87.
61p. 1mf. L1 ED 286 571

School Buildings

Innovation in Primary School Construction: Maldives Community Schools. Educational Building Report 12.
74p. 1mf. L2 ED 286 664

School Business Relationship

Business-Industry Involvement in Vocational-Technical Education at the Local Level.
37p. 1mf. L1 ED 286 076

Facilitator's Guide to Staff Training for the Rural America Series. Module XIII: Cooperative Agreements with Business, Industry and Labor. Research and Development Series No. 149N.
42p. 1mf. L1 ED 286 685

Join-A-School Survey: District Summary Report.
38p. 1mf. L1 ED 286 886

Plan for Minority and Women Business Enterprise Contract Participation and Authorization To Amend Plan.
44p. 1mf. L1 ED 286 947

Professor-Practitioner Designed Inservice Science Education.
20p. 1mf. L1 ED 286 764

School Catalogs

"Student-Based" Catalog and Career Decision Guide.
219p. 3mf. L1 ED 286 541

School Choice

Home-Schooling: Reasons Some Parents Choose This Alternative Form of Education, and a Study of the Attitudes of Home-Schooling Parents and Public School Superintendents Toward the Benefits of Home-Schooling.
58p. 1mf. L1 ED 286 624

School Community Programs

Join-A-School Survey: District Summary Report.
38p. 1mf. L1 ED 286 886

School Community Relationship

Facilitator's Guide to Staff Training for the Rural America Module X: Community Relations and Involvement. Research and Development Series No. 149K.
28p. 1mf. L1 ED 286 682

Organized Labor Involvement in Vocational-Technical Education at the Local Level.
37p. 1mf. L1 ED 286 077

Using School Climate Assessments: An Approach to Collaborative School Improvement.
12p. 1mf. L1 ED 286 277

School Construction

Innovation in Primary School Construction: Maldives Community Schools. Educational Building Report 12.
74p. 1mf. L2 ED 286 664

School Counseling

Counseling Underachievers: A Counselor's Guide to Helping Students Improve Their Academic Performance.
65p. 1mf. L1 ED 286 112

Guidance and Counseling in Urban Schools: Reform Issues for Policy Makers and Program Planners.
17p. 1mf. L1 ED 286 081

Microcomputer Hardware and Software Directory: Guidance and Counseling Services in Virginia.
120p. 2mf. L1 ED 286 101

Student Assistance Program Sandia High School 1985-86 Report.
28p. 1mf. L1 ED 286 080

School Counselors

Guidance and Counseling in Urban Schools: Reform Issues for Policy Makers and Program Planners.
17p. 1mf. L1 ED 286 081

Induction of Counselors to the Profession.
16p. 1mf. L1 ED 286 085

Vocational Personality Types and Sex-Role Perceptions of Educational Administrators, Counselors, and Teachers.
31p. 1mf. L1 ED 286 270

School Demography

Indicators of Future School Enrollments.
77p. mf. L3 ED 286 285

Secondary School Profiles, 1985-1986. Rochester City School District. Includes New York State Comprehensive Assessment Report Data.
144p. 2mf. L1 ED 286 888

School Desegregation

Inner-County Boundary Adjustments Pull Nearly all Schools within Guidelines 1986-87: Percentage of Black Teachers Unchanged, but Number Up; No Black Football and Basketball Coaches at Four Schools, Few Whites at Formerly-Black Schools.
56p. 1mf. L2 ED 286 953

Record 14 Fayette County Schools Assigned over 30 Percent Black Students 1986-87. Black Teachers Fall to Nine-Year Low of 187; Two Black Administrators Added.
72p. 1mf. L2 ED 286 952

School Development Program

Psychosocial and Academic Effects of an Intervention Program among Minority School Children.
20p. 1mf. L1 ED 286 946

School District Autonomy

Functional Opportunities of the School Administration in Municipalities with Local Agencies and Free Municipality Experiments.
11p. 1mf. L1 ED 286 289

School District Size

Perceived Role of Oklahoma Secondary School Principals in Collective Negotiations.
24p. 1mf. L1 ED 286 283

School Districts

Business-Industry Involvement in Vocational-Technical Education at the Local Level.
37p. 1mf. L1 ED 286 076

Educators 2000: A Joint Effort To Recruit Minorities into Teacher Education.
34p. 1mf. L1 ED 286 862

Effective Teacher Selection: From Recruitment to Retention--Case Studies. A Rand Note.
217p. 3mf. L2 ED 286 865

Organized Labor Involvement in Vocational-Technical Education at the Local Level.
37p. 1mf. L1 ED 286 077

Public Schools and Young Children: A Report of the First National Survey of Public School Districts Regarding Their Early Childhood Programs.
24p. 1mf. L1 ED 286 586

Riding the Rasch Tiger. Part 3: Rasch-Based Evaluation (Without Regrets or Regression to the Mean).
33p. 1mf. L1 ED 286 923

Secondary School Profiles, 1985-1986. Rochester City School District. Includes New York State Comprehensive Assessment Report Data.
144p. 2mf. L1 ED 286 888

School Effectiveness

Contextual Differences in Effective Schooling in Louisiana.
16p. 1mf. L1 ED 286 272

Dilemma of Public School Improvement.
35p. 1mf. L1 ED 286 269

Effective Education: A Minority Policy Perspective. Contributions to the Study of Education, Number 20.
140p. mf. L3 ED 286 964

Effectiveness of Selective and Non-Selective Schools: An Experiment of Nature.
34p. 1mf. L1 ED 286 266

Homogeneity of School Achievement.
14p. 1mf. L1 ED 286 915

Professor-Practitioner Designed Inservice Science Education.
20p. 1mf. L1 ED 286 764

Psychosocial and Academic Effects of an Intervention Program among Minority School Children.
20p. 1mf. L1 ED 286 946

Revisiting James Crow: A Re-Look at Separate but Equal.
21p. 1mf. L1 ED 286 979

Riding the Rasch Tiger. Part 3: Rasch-Based Evaluation (Without Regrets or Regression to the Mean).
33p. 1mf. L1 ED 286 923

Stability of School Effectiveness Indices across Years.
26p. 1mf. L1 ED 286 900

Swedish in Upper Secondary School--Two Worlds?
9p. 1mf. L1 ED 286 291

School Effectiveness Indices

Stability of School Effectiveness Indices across Years.
26p. 1mf. L1 ED 286 900

School Funds

Fiscal Indicators for Postsecondary Education in New York State, 1980-81 through 1984-85.
67p. 1mf. L1 ED 286 427

School Guidance

Facilitator's Guide to Staff Training for the Rural America Series, Module VII. Counseling. Research and Development Series No. 149H.
50p. 1mf. L1 ED 286 679

Guidance and Counseling in Urban Schools: Reform Issues for Policy Makers and Program Planners.
17p. 1mf. L1 ED 286 081

School Holding Power

Enrollment Management. ERIC Digest.
6p. 1mf. L1 ED 286 558

Strategic Plan To Address Recruitment and Retention Strategies for Black and Hispanic Students at Hudson County Community College.
77p. 1mf. L1 ED 286 549

School Involvement

Public Schools and Young Children: A Report of the First National Survey of Public School Districts Regarding Their Early Childhood Programs.
24p. 1mf. L1 ED 286 586

School Law

Education and the Law.
64p. mf. L3 ED 286 255

Teacher Tenure in Montana: An Investigation of the Laws and Issues. A Report to the 49th Legislature Joint Interim Subcommittee No. 4.
61p. 1mf. L1 ED 286 288

School Libraries

Annotated Bibliography of Reference Materials for Use in a Junior-Senior High School Library Media Center.
26p. 1mf. L1 ED 286 518

Criteria for Excellence for School Library Programs.
11p. 1mf. L1 ED 286 504

School Library Media Programs: A Resource and Planning Guide. Bulletin No. 7368.
89p. 1mf. L1 ED 286 529

Using the School Library.
15p. 1mf. L1 ED 286 507

School Organization

Dilemma of Public School Improvement.
35p. 1mf. L1 ED 286 269

School Organization and the Quality of Schooling: A Study of Victorian Government Secondary Schools. ACER Research Monograph No. 29.
179p. 2mf. L1 ED 286 263

School Orientation

Student Flow Model: Issues and Recommendations.
20p. 1mf. L1 ED 286 426

School Personnel

Certification Manual. North Carolina Public School Professional Personnel.
101p. 2mf. L1 ED 286 866

School Policy

Administrative Responses to Campus Violence.
20p. 1mf. L1 ED 286 082

Education and the Law.
64p. mf. L3 ED 286 255

Guidance and Counseling in Urban Schools: Reform Issues for Policy Makers and Program Planners.
17p. 1mf. L1 ED 286 081

Mandatory Student Health Insurance: An Investigation.
50p. 1mf. L1 ED 286 428

School Psychologists

School Psychologist and Program Development of Disaffected/Disruptive Students.
13p. 1mf. L1 ED 286 109

School Role

Meeting the Independent Learner Half Way.
6p. 1mf. L1 ED 286 007

Parents' Roles and Responsibilities in Indian Education. Fact Sheet.
4p. 1mf. L1 ED 286 704

School Rules

Reasoning about School Rules: A Study of Adolescents with Antisocial Behaviors.
26p. 1mf. L2 ED 286 087

School Security

Crime on Campus, 1978-1979: A Survey of 150 College Campuses and Cities machine-readable data file .
28p. 1mf. L3 ED 286 459

Trends in Student Misconduct: The 70s and 80s.
38p. 1mf. L1 ED 286 954

School Statistics

Profile of Pacific Schools.
172p. 2mf. L1 ED 286 976

Secondary School Profiles, 1985-1986. Rochester City School District. Includes New York State Comprehensive Assessment Report Data.
144p. 2mf. L1 ED 286 888

School Support

Maricopa Community Colleges Alumni Study, 1986-87.
61p. 1mf. L1 ED 286 571

School Surveys

OERI Directory of Computer Tapes. May 1987 and Supplement. September 1987.
31p. 1mf. L1 ED 286 475

School Visitation

Parents: Here's How To Make School Visits Work.
13p. 1mf. L1 ED 286 864

Schools of Education

Educators 2000: A Joint Effort To Recruit Minorities into Teacher Education.
34p. 1mf. L1 ED 286 862

Science Achievement

Comparison of Three Integrative Review Methods: Different Methods, Different Findings?
24p. 1mf. L1 ED 286 911

Predictors of Organic Chemistry Grades for Black Americans.
21p. 1mf. L1 ED 286 974

Science Activities

Activities and Things. Book A.
36p. 1mf. L1 ED 286 727

Activity Book. Book B.
36p. 1mf. L1 ED 286 728

Chemical Demonstrations: A Sourcebook for Teachers. Volume 2.
223p. 3mf. L2 ED 286 723

Chemical Demonstrations: A Sourcebook for Teachers. Volume 1.
186p. 2mf. L2 ED 286 722

Science: Videotapes for Inservice Training for Active Learning. VITAL Series.
65p. 1mf. L2 ED 286 751

Science and Society

Technological Literacy. A Common Essential Learning for Saskatchewan Students.
68p. 1mf. L1 ED 286 737

Science Curriculum

Science Education. Oryx Science Bibliographies, Volume 6.
107p. mf. L3 ED 286 754

Science Instruction

Advanced Waste Treatment. A Field Study Training Program.
603p. 7mf. L2 ED 286 743

Cognitive Learning in the Environment: Secondary Students. ERIC/SMEAC Environmental Education Digest No. 1, 1987.
3p. 1mf. L1 ED 286 756

From Self to World: An Exploratory Approach to Writing across the Curriculum.
36p. 1mf. L1 ED 286 208

Generation of Spontaneous Analogies by Students Solving Science Problems.
14p. 1mf. L1 ED 286 758

Industrial Waste Treatment. A Field Study Training Program.
645p. 7mf. L2 ED 286 742

Job Corps GED Competencies Program Guide. ETA Handbook No. 324.
494p. 6mf. L1 ED 286 005

Process Skills Field Guide to Teaching Life Science.
40p. 1mf. L1 ED 286 714

Professor-Practitioner Designed Inservice Science Education.
20p. 1mf. L1 ED 286 764

Science Education. Oryx Science Bibliographies, Volume 6.
107p. mf. L3 ED 286 754

Science: Videotapes for Inservice Training for Active Learning. VITAL Series.
65p. 1mf. L2 ED 286 751

Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconceptions Research. ERIC/SMEAC Science Education Digest No. 2, 1987.
3p. 1mf. L1 ED 286 757

Science Process Skills

Process Skills Field Guide to Teaching Life Science.
40p. 1mf. L1 ED 286 714

Science Teachers

Alternative Certification Program for Critical Teaching Fields.
183p. 2mf. L1 ED 286 730

Effect of Teachers' Language on Students' Conceptions of the Nature of Science.
20p. 1mf. L1 ED 286 734

Sciences

Career Opportunities in Science and Technology. LC Science Tracer Bullet.
11p. 1mf. L1 ED 286 761

Federal R & D Funding by Budget Function. Fiscal Years 1986-88.
103p. 2mf. L1 ED 286 729

Language Problem in Science and the Role of the International Language Esperanto. Esperanto Documents 38 A.
14p. 1mf. L1 ED 286 370

Student Assessment: Science. ERIC Digest.
3p. 1mf. L1 ED 286 555

Scientific and Technical Information

Collection Building vs. Document Delivery: An Evaluation of Methods To Provide NTIS Documents in an Academic Engineering Library.
82p. 1mf. L1 ED 286 510

Investigation into the Correlation between Book Circulation and Journal Use in the Science and Technology Section of an Academic Library.
14p. 1mf. L1 ED 286 533

Language Problem in Science and the Role of the International Language Esperanto. Esperanto Documents 38 A.
14p. 1mf. L1 ED 286 370

Scientific Attitudes

Effect of Teachers' Language on Students' Conceptions of the Nature of Science.
20p. 1mf. L1 ED 286 734

Scientific Concepts

Science: Videotapes for Inservice Training for Active Learning. VITAL Series.
65p. 1mf. L2 ED 286 751

Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconceptions Research. ERIC/SMEAC Science Education Digest No. 2, 1987.
3p. 1mf. L1 ED 286 757

Scientific Literacy

Effect of Teachers' Language on Students' Conceptions of the Nature of Science.
20p. 1mf. L1 ED 286 734

Observed Methods for Generating Analogies in Scientific Problem Solving.
43p. 1mf. L1 ED 286 746

Scientific Management

Impact of a District-Wide Staff Development Effort on Secondary School Principals' Perceptions of Their Role.
22p. 1mf. L1 ED 286 267

Scientific Methodology

Relationship between Method and Validity in Social Science Research.
24p. 1mf. L2 ED 286 934

Scientific Research

Federal R & D Funding by Budget Function. Fiscal Years 1986-88.
103p. 2mf. L1 ED 286 729

Paradigmatic and Presumptive Shifts: Thomas Kuhn and Richard Whately in Tandem.
23p. 1mf. L1 ED 286 223

Towards a National Policy for Undergraduate Science Education: With the Recommendations of the National Higher Education Associations' Task Force. ACE Special Report.
30p. 1mf. L1 ED 286 384

Scientists

Professor-Practitioner Designed Inservice Science Education.
20p. 1mf. L1 ED 286 764

Scores

Annual Report of California Achievement Tests Results, 1985-86.
282p. 3mf. L1 ED 286 894

Quantitative Analysis of Curriculum Effectiveness: 1986.
331p. 4mf. L1 ED 286 892

South Carolina Statewide Testing Program: 1986 Summary Report. Office of Research Report Series, Volume One, Number 88.
215p. 3mf. L1 ED 286 899

Study of the Relationship among Placement Test Scores and Gender and Ethnicity of Students in Three Insufficient Academic Progress Groups at the End of Fall Quarter, 1985. General College Studies.
26p. 1mf. L1 ED 286 560

Scoring

Closer Look at Cloze.
17p. 1mf. L1 ED 286 376

Screen Format

Authoring Educational Software.
276p. 3mf. L2 ED 286 479

Search Strategies

Cost and Search Result Comparisons of BRS After Dark and Knowledge Index.
15p. 1mf. L1 ED 286 520

Creating a Database for Demographic Research: A Case Study.
14p. 1mf. L1 ED 286 908

Second International Mathematics Study

Emerging with Honour from a Dilemma Inherent in the Validation of Educational Achievement Measures.
9p. 1mf. L1 ED 286 904

Second IEA Mathematics Study. Sampling Report.
229p. 3mf. L1 ED 286 708

Second International Mathematics Study. Training Manual for Use of the Databank of the Longitudinal, Classroom Process Surveys for Population A in the IEA Second International Mathematics Study. Contractor's Report.
109p. 2mf. L1 ED 286 707

Second International Mathematics Study; Longitudinal, Classroom Process Surveys for Population A: Students, Teachers, and Schools, 1981-1982 machine-readable data file .
193p. 3mf. L3 ED 286 769

Second Language Instruction

Evaluation of the Sabal Palm Laboratory Center.
59p. 1mf. L1 ED 286 890

MELT Bibliography. Materials Correlated with the Core Curriculum Competencies of the Mainstream English Language Training Project, Office of Refugee Resettlement.
293p. 4mf. L1 ED 286 074

Second Language Programs

Description of Immersion Strategy Programs in the United States.
102p. 2mf. L1 ED 286 352

Evaluating the Use and Effectiveness of Learner Controlled, Interactive Videodisc.
27p. 1mf. L1 ED 286 909

Modern Languages for Communication. New York State Syllabus.
48p. 1mf. L1 ED 286 378

Secondary Education

Statewide Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11: Report to Attorney General John K. Van de Kamp, Winter 1985-1986.
87p. 1mf. L1 ED 286 104

Secondary School Curriculum

Effective Practices in Secondary Basic Skills Programs: A Compendium of Case Studies.
227p. 3mf. L1 ED 286 986

Family Living Including Sex Education: Supplementary Material Related to AIDS.
27p. 1mf. L2 ED 286 128

(Continued)

Secondary School Curriculum *(Continued)*
Philosophy and Objectives: Course of Study. 24p. 1mf. L1 ED 286 779
Status of United States History in Indiana Public Schools. 38p. 1mf. L1 ED 286 777
World Food Day: Curriculum, Grades 8-12. 28p. 1mf. L2 ED 286 794

Secondary School Mathematics
Gender Differential Developmental Change in the Achievement-Self-Image Relationship over Early Adolescence. 27p. 1mf. L1 ED 286 736
Math Space Mission. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project. 322p. 4mf. L2 ED 286 719
New Teachers Mathematics Staff Development, High School. 186p. 2mf. L2 ED 286 765
New Teachers Mathematics Staff Development, Junior High School. 191p. 2mf. L2 ED 286 766
Quincy Market. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project. 205p. 3mf. L2 ED 286 721
Reaching Math Potential. 178p. 2mf. L1 ED 286 709
Second IEA Mathematics Study. Sampling Report. 229p. 3mf. L1 ED 286 708
Select Program in Science and Engineering. SPISE and SPISE-EXTENDED. Ninth Annual Report 1986-1987. 37p. 1mf. L1 ED 286 738
Sports Shorts. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project. 319p. 4mf. L2 ED 286 720
Teaching Mathematics in Grades K-8. Research Based Methods. 485p. mf. L3 ED 286 753
Teaching of Grade 7 Geometric Concepts Using LOGO. 162p. 2mf. L1 ED 286 715

Secondary School Science
Chemical Demonstrations: A Sourcebook for Teachers. Volume 1. 186p. 2mf. L2 ED 286 722
Chemical Demonstrations: A Sourcebook for Teachers. Volume 2. 223p. 3mf. L2 ED 286 723
Cognitive Learning in the Environment: Secondary Students. ERIC/SMEAC Environmental Education Digest No. 1, 1987. 3p. 1mf. L1 ED 286 756
Effect of Teachers' Language on Students' Conceptions of the Nature of Science. 20p. 1mf. L1 ED 286 734
Emerging Consensus in Novice Physics Problem Solving Research. 20p. 1mf. L1 ED 286 733
Gender Differential Developmental Change in the Achievement-Self-Image Relationship over Early Adolescence. 27p. 1mf. L1 ED 286 736
Observed Methods for Generating Analogies in Scientific Problem Solving. 43p. 1mf. L1 ED 286 746
Process Skills Field Guide to Teaching Life Science. 40p. 1mf. L1 ED 286 714
Professor-Practitioner Designed Inservice Science Education. 20p. 1mf. L1 ED 286 764
Science Education. Oryx Science Bibliographies, Volume 6. 107p. mf. L3 ED 286 754
Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconceptions Research. ERIC/SMEAC Science Education Digest No. 2, 1987. 3p. 1mf. L1 ED 286 757
Select Program in Science and Engineering. SPISE and SPISE-EXTENDED. Ninth Annual Report 1986-1987. 37p. 1mf. L1 ED 286 738
Using Analogical Reasoning to Deal with "Deep" Misconceptions in Physics. 20p. 1mf. L1 ED 286 745

Secondary School Teachers
Social History: A Summer Institute for High School United States History Teachers (Charlottesville, Virginia, June 13-27, 1983). 18p. 1mf. L1 ED 286 816

Secondary Schools
Secondary School Profiles, 1985-1986. Rochester City School District. Includes New York State Comprehensive Assessment Report Data. 144p. 2mf. L1 ED 286 888

Secular Humanism
Behind Textbook Censorship. 17p. 1mf. L1 ED 286 798

Security Personnel
Crime on Campus, 1978-1979: A Survey of 150 College Campuses and Cities machine-readable data file . 28p. 1mf. L3 ED 286 459

Select
Preparing Effective Outdoor Pursuit Leaders. 130p. 2mf. L2 ED 286 692

Selection
Age and Sex Differences in Choice of Consultant for Various Types of Problems. 40p. 1mf. L1 ED 286 639
Archival Appraisal of Sound Recordings and Related Materials: A RAMP Study with Guidelines. 98p. 2mf. L2 ED 286 538

Selective Admission
Effectiveness of Selective and Non-Selective Schools: An Experiment of Nature. 34p. 1mf. L1 ED 286 266

Self Actualization
Brain Dominance & Self-Actualization. 24p. 1mf. L1 ED 286 144

Self Awareness
Self-Awareness Process in the Effective Psychotherapist. 16p. 1mf. L1 ED 286 098

Self Care Skills
Adaptive Behavioral Outcomes in Adolescents with Developmental Language Disorders. 22p. 1mf. L1 ED 286 301
Steps to Independence: A Resource Guide for Parents of Young Children. 59p. 1mf. L1 ED 286 651

Self Concept
Academic Self-Concept of Gifted and Average Achieving Students: A Two Year Study. 23p. 1mf. L1 ED 286 300
Child Self-Reports and Perceptions of Parent and Teacher Behavior. 15p. 1mf. L1 ED 286 613
Gender Differential Developmental Change in the Achievement-Self-Image Relationship over Early Adolescence. 27p. 1mf. L1 ED 286 736
Understanding the Operational Model of Self-Concept: An Educational Approach. 15p. 1mf. L1 ED 286 848

Self Concept Measures
Validity Threats in Retrospective Pretest-Posttest Designs. 13p. 1mf. L1 ED 286 896

Self Control
Control and Communication in Provider-Patient Relationships. 21p. 1mf. L1 ED 286 242
Preliminary Outcome Study of an Outpatient Treatment Program for Gamblers. 16p. 1mf. L1 ED 286 139

Self Correction
Improving the Validity of Classification Decisions on the Basis of Competency Test Performance by Means of Self Correction. 12p. 1mf. L1 ED 286 912

Self Directed Search
Interest Inventory Interpretation: Some Suggestions and Cautions. 11p. 1mf. L1 ED 286 925

Self Disclosure (Individuals)
Child to Parent Disclosure, General-Disclosiveness, and Loneliness. 18p. 1mf. L2 ED 286 212

Self Esteem
Evaluation of an Elementary School-Based Alcohol Misuse Prevention Program. 19p. 1mf. L1 ED 286 110
Parenting on Your Own. Circulars 1245-1258. 110p. 2mf. L1 ED 286 629

Self Evaluation (Individuals)
Formats for Assessing Students' Self-Assessment Abilities. 30p. 1mf. L1 ED 286 302
Interest Inventory Interpretation: Some Suggestions and Cautions. 11p. 1mf. L1 ED 286 925
L1 Writing for ESOL Composition. 11p. 1mf. L1 ED 286 351
Mature/Older Job Seeker's Guide. 131p. 2mf. L2 ED 286 003
Relationship between Self-Estimates of Vocational Interests and Inventory Scores. 63p. 1mf. L1 ED 286 029
Validity Threats in Retrospective Pretest-Posttest Designs. 13p. 1mf. L1 ED 286 896

Self Expression
Arts, Language and the Schools. 9p. 1mf. L1 ED 286 806

Self Image Questionnaire for Young Adolesce
Gender Differential Developmental Change in the Achievement-Self-Image Relationship over Early Adolescence. 27p. 1mf. L1 ED 286 736

Self Monitoring
Behavioral Management of Excessive Caffeine Consumption: Three Case Studies. 30p. 1mf. L1 ED 286 131

Semantics
What Did She Say? Meaning in a Second Language Classroom. 18p. 1mf. L1 ED 286 353

Seminars
Alumni Continuing Education. 311p. mf. L3 ED 286 397

Sense Making Approach
ASQ: Asking Significant Questions. Alternative Tools for Information Need and Accountability Assessments by Libraries. 428p. 5mf. L1 ED 286 519

Sensory Aids
Potential of Artificial Intelligence in Aids for the Disabled. 9p. 1mf. L1 ED 286 318

Service Delivery Areas
Job Training Partnership Act. Summer Youth Programs Increase Emphasis on Education. Briefing Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, United States Senate. 61p. 1mf. L1 ED 286 048

Services
Marketable Skills and Jobs for Single Teen Parents. Final Report, Project No. 480-15170-7-1D05, July 1, 1986 to June 30, 1987. 84p. 1mf. L1 ED 285 986

Severe Disabilities
Ecological Inventory Exemplars. 200p. 3mf. L2 ED 286 295
Employment Opportunities for the Handicapped in Programmable Automation. 6p. 1mf. L1 ED 286 322
Integrating Communication, Computer Access, Environmental Control & Mobility. 9p. 1mf. L1 ED 286 317

Sex Bias
Eliminating Sexism in the Classroom. 15p. 1mf. L1 ED 286 393
Gender: A Relevant Concept for Educational Leadership. 26p. 1mf. L1 ED 286 254
Nonsexist Curriculum Development: Theory into Practice. The Handbook of the Curriculum Design Project at the University of Colorado, Boulder. 132p. 2mf. L1 ED 286 773
Review of Home Economics Computer Software for Sex Bias and Stereotyping. Final Report from July 1, 1986 to June 30, 1987. 18p. 1mf. L1 ED 285 995

Sex Differences
Early Childhood Teachers' Affectionate Behavior: Differential Expression to Female Children, Male Children, and Groups of Children. 32p. 1mf. L1 ED 286 645
Effects of Invasion of Students' Personal Space by Male and Female Authority Figures. 21p. 1mf. L1 ED 286 083
Examination of Gender-Based Levels of Participation in CEDA Debate. 10p. 1mf. L1 ED 286 249
Gender and Race Effects on Standardized Tests Predictive Validity: A Meta-analytical Study. 51p. 1mf. L1 ED 286 914
Gender Differences on the College Board Achievement Tests and the Advanced Placement Examinations: Effect Sizes Versus Some Upper-Tail Ratios. 16p. 1mf. L1 ED 286 913
Gender Differential Developmental Change in the Achievement-Self-Image Relationship over Early Adolescence. 27p. 1mf. L1 ED 286 736
Gender Gap in Attitudes toward Peace. 15p. 1mf. L1 ED 286 091
Humor Assessment: From May to December. 21p. 1mf. L1 ED 286 093
Implicit Causality in Verbal Descriptions of Adult-Infant Interaction. 15p. 1mf. L1 ED 286 660
Is It Really a Man's World? Male and Female Outdoor Adventure Leaders Rate Their Competency. 15p. 1mf. L1 ED 286 690
Reaching Math Potential. 178p. 2mf. L1 ED 286 709
Researching Sex Roles in Human Communication: An Annotated Bibliography. 19p. 1mf. L2 ED 286 237
Time Structure and Sex Differences in Swedish Preschools. 10p. 1mf. L1 ED 286 606
Validity and Reliability of an Instrument To Measure the Dramatic Play Abilities of Young Children. 131p. 2mf. L1 ED 286 654
Working Parents' Expectations and Perceptions of Their Young Children. 13p. 1mf. L1 ED 286 615

Sex Discrimination
Eliminating Sexism in the Classroom. 15p. 1mf. L1 ED 286 393
Manual for Implementing Project Equity: A Sex Equity Law-Related Education Program. 36p. 1mf. L1 ED 286 776
Scenarios as Research Tools for Investigating Social Issues. Studies in Educational Administration Number 45. 17p. 1mf. L1 ED 286 280

Sex Education
Family Living Including Sex Education: Grades K Through 12. Third Edition. 267p. 3mf. L2 ED 286 127
Family Living Including Sex Education: Supplementary Material Related to AIDS. 27p. 1mf. L2 ED 286 128
Planned Parenthood Harris Poll Findings: Teens' Sexuality Knowledge and Beliefs. 38p. 1mf. L1 ED 286 086
Summer Training and Education Program (STEP): The Experience of Hispanic Participants in the Summer of 1985. 58p. 1mf. L2 ED 286 697

Sex Fairness
Manual for Implementing Project Equity: A Sex Equity Law-Related Education Program. 36p. 1mf. L1 ED 286 776
Nonsexist Curriculum Development: Theory into Practice. The Handbook of the Curriculum Design Project at the University of Colorado, Boulder. 132p. 2mf. L1 ED 286 773
Project To Increase the Awareness and Potential of Nontraditional Careers and To Eliminate Disproportionate Enrollment in Vocational Education Programs throughout the System. Final Report from July 1, 1986 to June 30, 1987. 36p. 1mf. L1 ED 285 996
Review of Home Economics Computer Software for Sex Bias and Stereotyping. Final Report from July 1, 1986 to June 30, 1987. 18p. 1mf. L1 ED 285 995
Sex Equity Linkage and Coordination. Final Report from 7/1/86 to 6/30/87. 82p. 1mf. L1 ED 285 992
Women in Sport--The Beat Goes On. The Colorado Model: Addressing the Declining Number of Women Leaders in Sport. 7p. 1mf. L1 ED 286 824

Sex Role
Examination of the Sex-Role and Occupational-Role Presentations of Female Characters in Award-Winning Children's Picture Books. 31p. 1mf. L1 ED 286 225
Researching Sex Roles in Human Communication: An Annotated Bibliography. 19p. 1mf. L2 ED 286 237
Selected Results of a Cross-Sectional/Longitudinal Research on Sex-Role Development in German Children. 49p. 1mf. L1 ED 286 611
Situational Influences on Self and Other Perceptions of Femininity and Masculinity. 10p. 1mf. L1 ED 286 092
Vocational Personality Types and Sex-Role Perceptions of Educational Administrators, Counselors, and Teachers. 31p. 1mf. L1 ED 286 270

Sex Stereotypes
Examination of the Sex-Role and Occupational-Role Presentations of Female Characters in Award-Winning Children's Picture Books. 31p. 1mf. L1 ED 286 225
Gender: A Relevant Concept for Educational Leadership. 26p. 1mf. L1 ED 286 254
Project To Increase the Awareness and Potential of Nontraditional Careers and To Eliminate Disproportionate Enrollment in Vocational Education Programs throughout the System. Final Report from July 1, 1986 to June 30, 1987. 36p. 1mf. L1 ED 285 996
Selected Results of a Cross-Sectional/Longitudinal Research on Sex-Role Development in German Children. 49p. 1mf. L1 ED 286 611
Situational Influences on Self and Other Perceptions of Femininity and Masculinity. 10p. 1mf. L1 ED 286 092

Sexual Abuse
Family Living Including Sex Education: Supplementary Material Related to Helping Children Protect Themselves from Sexual Abuse. 27p. 1mf. L2 ED 286 129
To Report or Not To Report: Further Studies of Mental Health Professionals and Child Abuse. 11p. 1mf. L1 ED 286 140

Sexual Harassment
On Campus with Women. Spring 1987 and Summer 1987. 26p. 1mf. L1 ED 286 408

Sexual Identity
Situational Influences on Self and Other Perceptions of Femininity and Masculinity. 10p. 1mf. L1 ED 286 092

Sexuality
Planned Parenthood Harris Poll Findings: Teens' Sexuality Knowledge and Beliefs. 38p. 1mf. L1 ED 286 086

Shakespeare (William)
Evaluation of the Sabal Palm Laboratory Center. 59p. 1mf. L1 ED 286 890

Shared Library Resources
Libraries & Technology. A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State. 25p. 1mf. L1 ED 286 523

Shared Resources and Services
Educational Service Agencies and Media Technology in the United States. 104p. 2mf. L1 ED 286 483
High School-Community College Collaboration. ERIC Digest. 6p. 1mf. L1 ED 286 559
Interagency Cooperation for Teacher Training. 14p. 1mf. L1 ED 286 304

Significant Others
Child Self-Reports and Perceptions of Parent and Teacher Behavior. 15p. 1mf. L1 ED 286 613

Signs
Driver Training in the Federal Republic of Germany. Support Material and Test Pamphlets. 87p. 1mf. L1 ED 286 363

SilverPlatter Information Inc
ERIC SilverPlatter: Is It User Friendly? 26p. 1mf. L1 ED 286 522

Site Analysis
Identification of Priority Sites for Parent-Child Services. Working Paper. 28p. 1mf. L1 ED 286 626

Situational Influences
Situational Influences on Self and Other Perceptions of Femininity and Masculinity. 10p. 1mf. L1 ED 286 092

Situational Variables
Parental Discipline Behaviors, Subjective Parental Situation Perceptions and Objective Characteristics of Discipline Situations. 13p. 1mf. L1 ED 286 659

Skill Analysis
Grade 6 English Language Arts Student Achievement Testing Program Bulletin. 1987-88 School Year. 39p. 1mf. L1 ED 286 196

Skill Development
Athletes in Motion: Training for the Olympic Games with Mind and Body: Two Case Studies. 15p. 1mf. L1 ED 286 850
Contextual Effects in an Educational Setting: An Example of Level Three Research. 19p. 1mf. L1 ED 286 832
Future Perfect: A Guide for Professional Development and Competence. 104p. mf. L3 ED 286 432
Integration of Study Skills into a Distance Education History Course. 8p. 1mf. L1 ED 286 434
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies. ERIC Digest. 4p. 1mf. L1 ED 286 705
Thinking Skills & Intelligence. 12p. 1mf. L1 ED 286 830

Slavery
Black American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series. 40p. 1mf. L2 ED 286 972
Culture-Specific Institutions that Delayed the Growth of Common Schools in the Antebellum South, 1700-1860. 34p. 1mf. L1 ED 286 983

Small Businesses
Business Ownership and Management. Arkansas Public School Course Content Guide. 35p. 1mf. L1 ED 285 979
Wellness in Small Businesses. WBGH Worksite Wellness Series. 21p. 1mf. L2 ED 286 019

Small Group Instruction
Dependencies between Teacher-Child and Child-Child Contingent Verbal Behaviors in Two Preschool Programs. 32p. 1mf. L1 ED 286 661

Small Schools
Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide. ERIC Mini-Review. 6p. 1mf. L1 ED 286 698

Smoking
Reducing Smoking at the Workplace. WBGH Worksite Wellness Series. 37p. 1mf. L2 ED 286 020

Soccer
Deutscher Fussball (German Football). 6p. 1mf. L1 ED 286 359

Social Attitudes
Treating the Aging Family: Demystifying Dysfunctional Role Expectations. 19p. 1mf. L1 ED 286 089

Social Behavior
Contrasting Childrearing Beliefs: Mothers and Preschool Teachers in Mexico. 39p. 1mf. L1 ED 286 614
Implicit Causality in Verbal Descriptions of Adult-Infant Interaction. 15p. 1mf. L1 ED 286 660
Longitudinal Study of Maternal Psychosocial Characteristics and Child School Adaptation. 15p. 1mf. L1 ED 286 628
Mahlzeit! (Enjoy Your Meal!) German Table Manners, Menus, and Eating Establishments. 19p. 1mf. L1 ED 286 356
Self-Report Measure of Touching Behavior. 18p. 1mf. L1 ED 286 901

Social Change
Lexical Modernization and Its Socio-Linguistic Effects: A Case from Indian Urdu. 27p. 1mf. L1 ED 286 375
Preparing for Life: The Critical Transition of Adolescence. 14p. 1mf. L1 ED 286 587

Social Class
Contextual Differences in Effective Schooling in Louisiana. 16p. 1mf. L1 ED 286 272

Social Cognition
Development of Sex Constancy: The Role of Language. 18p. 1mf. L1 ED 286 656
Negotiation and Enactment in Social Pretend Play: Relations to Social Acceptance and Social Cognition. 24p. 1mf. L1 ED 286 630

Social Conflict
Promises and Perils of Social Conflict. 11p. 1mf. L1 ED 286 601

Social History
America Past. Teacher's Guide. Sixteen 15-Minute Programs on the Social History of the United States for High School Students. 51p. 1mf. L2 ED 286 819
Social History: A Summer Institute for High School United States History Teachers (Charlottesville, Virginia, June 13-27, 1983). 18p. 1mf. L1 ED 286 816

Social Influences
People Extra: North Dakota and United States Situational Issues Related to and Influences upon--Families (Single Persons, Single Parents, Parent-Child, Married). 31p. 1mf. L1 ED 286 595

Social Integration
Multicultural Education. 351p. 4mf. L1 ED 286 991

Social Movements
Media Frames and the Definition of a Foreign Social Movement. 46p. 1mf. L1 ED 286 239

Social Networks
Friendship in the Context of Desegregated Schools in Israel. 51p. 1mf. L1 ED 286 968

Social Problems
Crisis in Homelessness: Effects on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session. 245p. 3mf. L1 ED 286 116

Social Processes
Promises and Perils of Social Conflict. 11p. 1mf. L1 ED 286 601

Social Responsibility
Child Care and the Clerical Workforce: 85/86 National Survey. 25p. 1mf. L1 ED 286 609
Pets: A Third/Fourth Grade Law-Related Education Unit. Teaching Students about Responsibility through Pet Ownership. 34p. 1mf. L1 ED 286 772

Social Roles
Working with Single-Parent Families: A Manual for Conducting Workshops with Single Parents. A Facilitator's Guide. 293p. 4mf. L2 ED 286 616

Social Science Research
Relationship between Method and Validity in Social Science Research. 24p. 1mf. L2 ED 286 934
Sociology, Education and Schools: An Introduction to the Sociology of Education. 273p. mf. L3 ED 286 963

Social Sciences
Disciplines and Undergraduate Lecturing. 57p. 1mf. L1 ED 286 436
Remedial/Developmental Instructions in an Actual Classroom Situation: Interfacing Social Science, English, and Reading. 34p. 1mf. L1 ED 286 978
Student Assessment: Social Science. ERIC Digest. 3p. 1mf. L1 ED 286 556

Social Scientists
Relationship between Method and Validity in Social Science Research. 24p. 1mf. L2 ED 286 934

Social Services
Utilizing Available Resources at the Local Level. Fact Sheet. 4p. 1mf. L1 ED 286 702

Social Studies
America Past. Teacher's Guide. Sixteen 15-Minute Programs on the Social History of the United States for High School Students. 51p. 1mf. L2 ED 286 819
American History and National Security: Supplementary Lessons for High School Courses. 222p. 3mf. L2 ED 286 809
American Interdependence Institute Teaching Materials. 184p. 2mf. L1 ED 286 811
Black History: African Heritage, American Heritage. 66p. 1mf. L2 ED 286 803
Celebrating the Constitution: An Instructional Unit for Elementary Grades. 99p. 2mf. L2 ED 286 802
China: A Teaching Unit for Primary Grades. 95p. 1mf. L2 ED 286 804
Classroom Presents the Constitution of the United States: A Story for Elementary School Children, and Materials for a Classroom Presentation of the Constitution of the United States: Script, Props, and Activities for Elementary School Children. 167p. 2mf. L2 ED 286 808
Elections: An Instructional Unit for Elementary Grades. 120p. 2mf. L2 ED 286 800
Fort Wayne: Footsteps to the Future. 41p. 1mf. L1 ED 286 799
Global Issues: Activities and Resources for the High School Teacher. Second Edition. 115p. 2mf. L1 ED 286 810
Hollywood Films as a Teaching Tool. 6p. 1mf. L1 ED 286 815
Job Corps GED Competencies Program Guide. ETA Handbook No. 324. 494p. 6mf. L1 ED 286 005
Social Studies in Kindergartens: A Status Report. 37p. 1mf. L1 ED 286 814
Soviet Union and Eastern Europe: A Teachers' Guide. 36p. 1mf. L1 ED 286 782
Teaching about the Soviet Union. ERIC Digest No. 42. 4p. 1mf. L1 ED 286 818
Technological Literacy. A Common Essential Learning for Saskatchewan Students. 68p. 1mf. L1 ED 286 737
Watergate: A Teaching Unit. Curriculum Project Report No. 4040. Experimental Edition. 75p. 1mf. L2 ED 286 813
What Do You Know About Your Own Personal History? 39p. 1mf. L1 ED 286 787

Social Support Groups
Career Planning/Readiness Program for Single Parents and Homemakers. Final Report, from July 1, 1986 to June 30, 1987. 52p. 1mf. L1 ED 285 989
Children at Risk: Roadblocks to Achieving Potential. Eliminating the Barriers. 26p. 1mf. L1 ED 286 981
Induction of Counselors to the Profession. 16p. 1mf. L1 ED 286 085
Organizing and Leading Caregiver Support Groups. 24p. 1mf. L1 ED 286 088
Parenting on Your Own. Circulars 1245-1258. 110p. 2mf. L1 ED 286 629
Support for Maintaining Independence in the Elderly--Future Requirements and Solutions: Florida's TEACH Demonstration Project--Home-Based, Case Management Services to the Medically Dependent Elderly and Their Caregivers--What We Hope To Learn. 24p. 1mf. L1 ED 286 114

Social Values
Culture-Specific Institutions that Delayed the Growth of Common Schools in the Antebellum South, 1700-1860. 34p. 1mf. L1 ED 286 983
Mirror Your Audience's Attitude: A Global Profile. 23p. 1mf. L1 ED 286 233

Socialization
Adaptive Behavioral Outcomes in Adolescents with Developmental Language Disorders. 22p. 1mf. L1 ED 286 301
Peer Social Behavior in Preschool Hearing Impaired Children: Comparisons and Models. 39p. 1mf. L1 ED 286 297
Steps to Independence: A Resource Guide for Parents of Young Children. 59p. 1mf. L1 ED 286 651

Sociocultural Patterns
Pashto Basic Course. Laboratory Manual, Units 1-7. 133p. 2mf. L1 ED 286 345
Pashto Basic Course. Laboratory Tapescripts, Units 1-7. 117p. 2mf. L1 ED 286 346
Pashto Basic Course. Teachers' Manual, Units 1-7. 214p. 3mf. L1 ED 286 343
Pashto Basic Course. Textbook Tapescripts, Units 1-7. 149p. 2mf. L1 ED 286 348
Pashto Basic Course. Textbook, Units 1-7. 303p. 4mf. L1 ED 286 347
Pashto Basic Course. Workbook Tapescripts, Units 1-7. 62p. 1mf. L1 ED 286 350
Pashto Basic Course. Workbook, Units 1-7. 300p. 4mf. L1 ED 286 349

Socioeconomic Influences
Social and Economic Significance of Human Migration in the Western Region. Bulletin 859. 36p. 1mf. L1 ED 286 669

Socioeconomic Status
Contextual Differences in Effective Schooling in Louisiana. 16p. 1mf. L1 ED 286 272
Hispanic Population in the United States: March 1986 and 1987 (Advance Report). 17p. 1mf. L1 ED 286 696
Validity and Reliability of an Instrument To Measure the Dramatic Play Abilities of Young Children. 131p. 2mf. L1 ED 286 654

Sociolinguistics
Reading Process and Practice: From Socio-Psycholinguistics to Whole Language. 483p. mf. L3 ED 286 157

Sociology
Sociology, Education and Schools: An Introduction to the Sociology of Education. 273p. mf. L3 ED 286 963

Software Design
Authoring Educational Software. 276p. 3mf. L2 ED 286 479
Differing Structures in Development of Interactive Media Based Learning. 7p. 1mf. L1 ED 286 472
Integrated Teaching Unit. A New Approach to Computer Assisted Education. 12p. 1mf. L1 ED 286 473

Software Evaluation
Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1987-88 Edition. 127p. mf. L3 ED 286 471
Software Evaluation: How to Winnow the Wheat from the Chaff. 6p. 1mf. L1 ED 286 494

Songs
Volkstanze (Folk Dances). 27p. 1mf. L2 ED 286 362

South Africa
Evaluation of the Management Training and the Career Anchors of a Group of MBA/MBL Graduates.
184p. 2mf. L1 ED 286 404
South Carolina
South Carolina Administrative Provisions for Vocational Education. Fiscal Year 1988.
108p. 2mf. L1 ED 286 073
South Carolina Basic Skills Assessment Prog
Stability of School Effectiveness Indices across Years.
26p. 1mf. L1 ED 286 900
South Carolina Statewide Testing Program
South Carolina Statewide Testing Program: 1986 Summary Report. Office of Research Report Series, Volume One, Number 88.
215p. 3mf. L1 ED 286 899
Southern Association of Schools and College
Responding to Section III of the Southern Association's "Criteria for Accreditation": A Working Paper.
34p. 1mf. L1 ED 286 430
Southern Oregon State College
Collective Bargaining Agreement between Association of Professors, Southern Oregon State College, and Southern Oregon State College, November 27, 1985-June 30, 1987.
36p. 1mf. L2 ED 286 450
Soviet Studies
Teaching about the Soviet Union. ERIC Digest No. 42.
4p. 1mf. L1 ED 286 818
Spanish
Evaluating the Use and Effectiveness of Learner Controlled, Interactive Videodisc.
27p. 1mf. L1 ED 286 909
Evaluation of the Sabal Palm Laboratory Center.
59p. 1mf. L1 ED 286 890
Juegos, Canciones, Poemas y Adivinanzas (Games, Songs, Poems and Riddles).
70p. 1mf. L1 ED 286 693
Spanish Speaking
Facilitating the Collection and Dissemination of Information to Parents of Children in a Child Care Program.
90p. 1mf. L1 ED 286 646
Spatial Ability
Artistic Expression through Exposure to the Right Brain Mode and Corresponding Relationship to the Learning Disabled.
17p. 1mf. L1 ED 286 306
Special Education
Developing and Improving Your Total Special Education System. Volume 1.
711p. 8mf. L2 ED 286 334
Preschool Evaluation Report: Year 1 Report.
62p. 1mf. L1 ED 286 337
Special Education Teachers
Adminstrators' and Teachers' Attitudes Toward Mainstreaming.
26p. 1mf. L1 ED 286 296
Missouri LINC Assistive Device Service.
5p. 1mf. L1 ED 286 321
Special Libraries
Library and Information Needs Assessment and Five Year Plan.
176p. 2mf. L1 ED 286 511
Macintoshed Library: Uses of the Apple Macintosh in a Special Library. First Edition.
21p. 1mf. L1 ED 286 501
Need for Librarians in California: Report on a Survey of the State's Libraries.
114p. 2mf. L1 ED 286 513
Special Schools
Evaluation of the Dade County Public Schools Roving Leaders Outreach Program.
27p. 1mf. L1 ED 286 889
Regional High School of Excellence Study Project. Northern Chautauqua County, 1985-1987.
286p. 3mf. L1 ED 286 261
Speec
Junior High Language Arts Curriculum Guide.
159p. 2mf. L1 ED 286 198
Speech Communication
But I Just Said That. Weren't You Listening?
10p. 1mf. L1 ED 286 245
Oklahoma Speech/Drama Teacher Preparation.
24p. 1mf. L1 ED 286 230
Oral Communication, Grades K-6. Curriculum Bulletin No. 2. 1976-77 Series.
184p. 2mf. L2 ED 286 224
Speech and Technical Writing: A Combined Approach.
16p. 1mf. L1 ED 286 227
Talking into Writing: Exercises for Basic Writers.
69p. 1mf. L1 ED 286 200
Speech Curriculum
Speech and Technical Writing: A Combined Approach.
16p. 1mf. L1 ED 286 227
Speech Skills
Measurement of Information-Based Complexity in Listening.
25p. 1mf. L1 ED 286 250
Sport Psychology
Athletes in Motion: Training for the Olympic Games with Mind and Body: Two Case Studies.
15p. 1mf. L1 ED 286 850
Spouses
Coping with Conflicts: Participant's Workbook.
57p. 1mf. L1 ED 286 097
Stability (Trait)
Temperament Stability Across the First Two Years in Full-Term and Preterm Infants.
15p. 1mf. L1 ED 286 585
Staff Development
Adult Literacy and Technology Conference Proceedings (University Park, Pennsylvania, June 4-7, 1987).
73p. 1mf. L2 ED 286 066
Auditing Training and Development. Training and Development Research Center. Project Number Nineteen.
20p. 1mf. L1 ED 286 037
Beginning Teacher's Handbook.
191p. 2mf. L1 ED 286 852
Continuing Education Needs of Academic Staff. Full-Time TAFE College Lecturers.
88p. 1mf. L1 ED 286 061
Continuing Education Needs of Academic Staff: Senior College Staff in TAFE.
91p. 1mf. L1 ED 286 057
Facilitator's Guide to Staff Training for the Rural America Series. Module IX: Staff Development. Research and Development Series No. 149J.
29p. 1mf. L1 ED 286 681
Facilitator's Guide to Staff Training for the Rural America Series. Introduction. Research and Development Series No. 149A.
21p. 1mf. L1 ED 286 672
Impact of a District-Wide Staff Development Effort on Secondary School Principals' Perceptions of Their Role.
22p. 1mf. L1 ED 286 267
Mathematics Staff Development Program, Grades 3 and 6, 1986-1987. Volume 2.
193p. 3mf. L2 ED 286 768
New Teachers Mathematics Staff Development, Grades 3-6.
245p. 3mf. L2 ED 286 767
New Teachers Mathematics Staff Development, High School.
186p. 2mf. L2 ED 286 765
New York State Teacher Resource and Computer Training Center Program. Report to the Governor and Legislature.
61p. 1mf. L1 ED 286 843
Role of Higher Education in Fostering the Personal Development of Teachers.
25p. 1mf. L1 ED 286 836
Staff Development Project--Mathematics. Grades K-6. Revision.
450p. 5mf. L1 ED 286 725
Staff Development.
23p. 1mf. L1 ED 286 258
Teacher Development and Incentive Program: Research and Evaluation for Effective Policy Change and Reform.
17p. 1mf. L1 ED 286 838
Training Concerns for an Online Public Access Catalog.
11p. 1mf. L1 ED 286 537
Using School Climate Assessments: An Approach to Collaborative School Improvement.
12p. 1mf. L1 ED 286 277
Standardized Tests
School and College Competency Testing Programs: Perceptions and Effects on the Black Students in Louisiana and North Carolina.
322p. 4mf. L1 ED 286 960
Toward a Qualitative Analysis of Standardized Tests Using an Information Processing Model.
17p. 1mf. L1 ED 286 933
Standards
Developing and Improving Your Total Special Education System. Volume 1.
711p. 8mf. L2 ED 286 334
State Action
At-Risk Youth Planning Document for the State Board of Education and the Oregon Department of Education.
86p. 1mf. L1 ED 286 124
Partnerships for Day Care: Final Report of the Governor's Day Care Partnership Initiative.
89p. 1mf. L1 ED 286 625
State Agencies
Statewide Education Databases: Policy Issues. Discussion Draft.
16p. 1mf. L1 ED 286 256
Workplace Literacy. Essays from the Model Literacy Project.
374p. 4mf. L1 ED 286 068
State Aid
Fiscal Indicators for Postsecondary Education in New York State, 1980-81 through 1984-85.
67p. 1mf. L1 ED 286 427
Origins and Outcomes: An Essay on the History of Student Aid in California. The Eureka Project: A Review of Student Financial Aid in California.
48p. 1mf. L1 ED 286 396
Partnerships for Day Care: Final Report of the Governor's Day Care Partnership Initiative.
89p. 1mf. L1 ED 286 625
State Colleges
Agreement between Association of Pennsylvania State College and University Faculties (APSCUF) and State System of Higher Education (SSHE), July 1, 1985-June 30, 1987.
85p. 1mf. L2 ED 286 455
Agreement between Board of Trustees of Nebraska State Colleges and the State College Education Association, July 1, 1986-June 30, 1989.
26p. 1mf. L1 ED 286 444
Agreement between the Board of Regents of Higher Education and the Massachusetts Teachers Association/NEA, State Colleges of Massachusetts, April 23, 1977-June 30, 1989.
374p. 4mf. L1 ED 286 438
Agreement between The State of New Jersey and the Council of New Jersey State College Locals (New Jersey State College System), NJSFT, AFT, AFL-CIO, July 1, 1986-June 30, 1989.
72p. 1mf. L2 ED 286 446
Agreement between Western Oregon State College Federation of Teachers and Western Oregon State College, July 1, 1985-June 30, 1987.
33p. 1mf. L1 ED 286 451
Collective Bargaining Agreement between Association of Professors, Southern Oregon State College, and Southern Oregon State College, November 27, 1985-June 30, 1987.
36p. 1mf. L2 ED 286 450
Collective Bargaining Agreement between Montana University System and the Northern Montana College Federation of Teachers, July 1, 1985-June 30, 1987.
62p. 1mf. L1 ED 286 439
White Presence at Traditionally Black Public Colleges and Universities: A Synopsis, 1837-1980.
31p. 1mf. L1 ED 286 403
State Departments of Education
Technological Literacy. A Common Essential Learning for Saskatchewan Students.
68p. 1mf. L1 ED 286 737
State History
Fort Wayne: Footsteps to the Future.
41p. 1mf. L1 ED 286 799
State Legislation
Course Standards Handbook.
254p. 3mf. L1 ED 286 567
Handbook on the Implementation of Anti-Victimization Programs for School Children.
117p. 2mf. L1 ED 286 621
South Carolina Administrative Provisions for Vocational Education. Fiscal Year 1988.
108p. 2mf. L1 ED 286 073
State Plan for the Prevention of Child Abuse and Neglect.
25p. 1mf. L1 ED 286 123
Teacher Tenure in Montana: An Investigation of the Laws and Issues. A Report to the 49th Legislature Joint Interim Subcommittee No. 4.
61p. 1mf. L1 ED 286 288
State Libraries
CALTAC-WILL 1985-1986. Including CALTAC-WILL 1983-1985. Proceedings of Three Series of Regional Workshops in Library Leadership (California, 1983-1986).
85p. 1mf. L1 ED 286 509
Summary and Evaluation of the California Literacy Campaign Retreat (Asilomar, California, February 25-27, 1987).
135p. 2mf. L1 ED 286 515
State Licensing Boards
Medicine Handbook.
86p. 1mf. L1 ED 286 418
State Norms
South Carolina Statewide Testing Program: 1986 Summary Report. Office of Research Report Series, Volume One, Number 88.
215p. 3mf. L1 ED 286 899
State Programs
Adult Literacy Education Program. New York State. Participant Data 1985-1986.
32p. 1mf. L1 ED 286 004
Annual Statistical Report Program Operations 1985. New York State Division for Youth.
133p. 2mf. L1 ED 286 961
Educational Effects of the Introduction of a State Supported Program of Smaller Classes. A Study of the First Year of Indiana's Project PRIME TIME and Its Effects on Test Results (1984-85). A Comprehensive Analysis.
15p. 1mf. L1 ED 286 842
Educational Service Agencies and Media Technology in the United States.
104p. 2mf. L1 ED 286 483
Establishing a Computer Network for Connecticut.
7p. 1mf. L1 ED 286 327
Final Evaluation Report. 1986-87 Early Childhood Development Program.
161p. 2mf. L1 ED 286 635
Health Services for Children with Special Needs: Report of the Division of Services to Crippled Children for the Fiscal Years, 1984-1985, 1985-1986.
29p. 1mf. L1 ED 286 292
Library Service to the People of New York State. A Long-Range Program, October 1, 1987-September 30, 1992, for the Improvement of Library Services Utilizing Local, State and Federal Resources. Supplement 1: LSCA Program Purposes: Needs and Intended Actions. Supplement 2: Policy Guidelines on the Administration of LSCA funds, 1987-88.
88p. 1mf. L1 ED 286 536
New York State Teacher Resource and Computer Training Center Program. Report to the Governor and Legislature.
61p. 1mf. L1 ED 286 843
Opportunities at Independent Colleges and Universities in New York State through the Higher Education Opportunity Program = Oportunidades en los colegios y universidades independientes en el Estado de Nueva York a traves de los programas de oportunidad en educacion.
25p. 1mf. L1 ED 286 416
Professional Development Model: A "Wholistic" Approach.
18p. 1mf. L1 ED 286 868
South Carolina Administrative Provisions for Vocational Education. Fiscal Year 1988.
108p. 2mf. L1 ED 286 073
Staff Development Project--Mathematics. Grades K-6. Revision.
450p. 5mf. L1 ED 286 725
State Plan for the Prevention of Child Abuse and Neglect.
25p. 1mf. L1 ED 286 123
Teacher Development and Incentive Program: Research and Evaluation for Effective Policy Change and Reform.
17p. 1mf. L1 ED 286 838
State Standards
Business Ownership and Management. Arkansas Public School Course Content Guide.
35p. 1mf. L1 ED 285 979
Career Orientation. Arkansas Public School Course Content Guide.
9p. 1mf. L1 ED 285 983
Certification Manual. North Carolina Public School Professional Personnel.
101p. 2mf. L1 ED 286 866
Course Standards Handbook.
254p. 3mf. L1 ED 286 567
Exploratory Coordinated Career Education. Arkansas Public School Course Content Guide.
12p. 1mf. L1 ED 285 978
Health Occupations. Arkansas Public School Course Content Guide.
13p. 1mf. L1 ED 285 982
Junior High Business Education. Arkansas Public School Course Content Guide.
21p. 1mf. L1 ED 285 981
Latin for Communication. New York State Syllabus.
67p. 1mf. L1 ED 286 379
Medicine Handbook.
86p. 1mf. L1 ED 286 418
Modern Languages for Communication. New York State Syllabus.
48p. 1mf. L1 ED 286 378
State Surveys
Kentucky College and University Enrollments, Fall 1986.
280p. 3mf. L1 ED 286 423
Statewide Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11: Report to Attorney General John K. Van de Kamp, Winter 1985-1986.
87p. 1mf. L1 ED 286 104
State Universities
Agreement between the Board of Trustees of the California State University and the California Faculty Association, Unit 3, Faculty, July 1, 1987-June 30, 1991.
130p. 2mf. L1 ED 286 443
Agreement between the Board of Trustees of the University of Massachusetts on Behalf of the Board of Regents of Higher Education and the Massachusetts Society of Professors Faculty Staff Union/MTA/NEA.
137p. 2mf. L1 ED 286 442
Agreement between University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii, 1987-1989.
99p. 2mf. L1 ED 286 449
Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors, August 1, 1986-July 31, 1988.
129p. 2mf. L1 ED 286 440
Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association, 1986-1989.
66p. 1mf. L1 ED 286 447
Collective Bargaining Agreement between Western Montana College Faculty Association (Local 4323, MFT, AFT, AFL-CIO) and the Board of Regents of Higher Education, Montana University System, July 1, 1985-June 30, 1987.
75p. 1mf. L1 ED 286 454
Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for The Connecticut State University, 1984-1987.
84p. 1mf. L2 ED 286 452
Collective Bargaining Agreement between Portland State University Faculty Association, Local 3571, American Federation of Teachers, AFL-CIO, and Portland State University, October 18, 1985-June 30, 1987.
28p. 1mf. L2 ED 286 456
Eliminating Sexism in the Classroom.
15p. 1mf. L1 ED 286 393
Master Agreement between the State of Iowa Board of Regents and the Uni-United Faculty of University of Northern Iowa, July 1, 1987-June 30, 1989.
94p. 1mf. L1 ED 286 448
Memorandum of Understanding between University of California and University Council, American Federation of Teachers, Non-Senate Instructional Unit, July 1 1986-June 30, 1988.
90p. 1mf. L2 ED 286 453
Non-Credit Instructional Activities July 1, 1986 through December 31, 1986 with Trend Information from 1983. State University of New York. Office of Institutional Research Report No. 20-87A.
440p. 5mf. L1 ED 286 412
Responding to Section III of the Southern Association's "Criteria for Accreditation": A Working Paper.
34p. 1mf. L1 ED 286 430
State University of New York
Fiscal Indicators for Postsecondary Education in New York State, 1980-81 through 1984-85.
67p. 1mf. L1 ED 286 427
Non-Credit Instructional Activities July 1, 1986 through December 31, 1986 with Trend Information from 1983. State University of New York. Office of Institutional Research Report No. 20-87A.
440p. 5mf. L1 ED 286 412
State University of New York Coll at Oswego
Data Base Development for Effective Enrollment Management.
33p. 1mf. L1 ED 286 400
Statewide Planning
Industrial Technology Education: Findings and Recommendations of the Blue Ribbon Committee on the Future of Industrial Arts Education in Idaho.
26p. 1mf. L1 ED 286 038
Into the Twenty-First Century: Comprehensive Planning for Secondary Vocational Education in New Jersey.
45p. 1mf. L1 ED 286 064
Position Paper on Continuing Education within the Profession of Library and Information Science.
30p. 1mf. L1 ED 286 514
Statistical Bias
Comparison of Three Integrative Review Methods: Different Methods, Different Findings?
24p. 1mf. L1 ED 286 911
Statistical Data
Adult Literacy Education Program. New York State. Participant Data 1985-1986.
32p. 1mf. L1 ED 286 004
Statistical Distributions
Effect of Poor Fitting Items on the Distributions of Extended Caution Indices.
29p. 1mf. L1 ED 286 885
Stepfamily
Children in Blended and Step Families. Foundation for Child and Youth Studies Selected Papers Number 44.
17p. 1mf. L1 ED 286 579
Stereotypes
Racial Intolerance: A Child's Perspective. Foundation for Child and Youth Studies Selected Papers Number 48.
18p. 1mf. L1 ED 286 578
Stigma
Racial Intolerance: A Child's Perspective. Foundation for Child and Youth Studies Selected Papers Number 48.
18p. 1mf. L1 ED 286 578
Stock Issues (Debate)
Stock Approach to Value Debate.
14p. 1mf. L1 ED 286 229
Stock Market
Stock Market Game, an Educator's Guide. Elementary School Edition Grades 6-8 .
70p. 1mf. L2 ED 286 812
Storage
Survey of 154 Randomly Selected Libraries in the State of New York Concerning Their Acquisition and Treatment of Computer Software.
177p. 2mf. L1 ED 286 506
Storytelling
God's Line Is Never Busy: Stories and Metaphors in Two Southern Appalachian Churches.
33p. 1mf. L1 ED 286 234
World Full of Stories. An Annotated Bibliography of Folk Literature. Traditional Literature and Folklore in Library and Storytelling Programs.
158p. 2mf. L1 ED 286 531
Strategic Planning
Educational Accountability and the Need for Comprehensive Evaluation in TAFE.
88p. 1mf. L1 ED 286 053
Stress Management
Effects of Adults' Behavior on Child Coping and Distress during BMA/LP Procedures: A Sequential Analysis.
31p. 1mf. L1 ED 286 125
Stress Management in the Workplace. WBGH Worksite Wellness Series.
38p. 1mf. L2 ED 286 021
Stress Variables
Impact of a District-Wide Staff Development Effort on Secondary School Principals' Perceptions of Their Role.
22p. 1mf. L1 ED 286 267
Keeping Healthy During Stressful Times. A Guide for 4-H Community Club Leaders.
15p. 1mf. L1 ED 286 095
Parenting on Your Own. Circulars 1245-1258.
110p. 2mf. L1 ED 286 629
Quality of Teacher Work Life Survey: A Preliminary Report on a Measure of Teacher Stress and Job Satisfaction and the Implications for School Counselors.
40p. 1mf. L1 ED 286 094
Stress Intervention Using Cognitive Principles.
7p. 1mf. L1 ED 286 090
Stress Management in the Workplace. WBGH Worksite Wellness Series.
38p. 1mf. L2 ED 286 021
Strong Campbell Interest Inventory
Interest Inventory Interpretation: Some Suggestions and Cautions.
11p. 1mf. L1 ED 286 925
Structural Analysis (Linguistics)
Interfaces. Working Papers in Linguistics No. 32.
167p. 2mf. L1 ED 286 380
Structural Unemployment
Plant Closings. Limited Advance Notice and Assistance Provided Dislocated Workers. Report to Congressional Committees.
92p. 1mf. L1 ED 286 049
Student Adjustment
Vietnamese Cross-Cultural Adjustment.
7p. 1mf. L1 ED 286 977
Student Attitudes
American Students' Perceptions of American Foreign Policy.
6p. 1mf. L1 ED 286 817
Autobiography as Representative Anecdote: A Burkean Paradigm for Research on Literacy Cultures.
17p. 1mf. L1 ED 286 189
Bringing Students In: The Advantage of a Partisan View.
14p. 1mf. L1 ED 286 548
Classroom Task Environments and Students' Task-Related Beliefs. Research Series No. 184.
35p. 1mf. L1 ED 286 861
Drugs in Sport: An Overview.
17p. 1mf. L1 ED 286 849
Economic Attitudes and Attitude Change: The Impact of Economic Instruction in Early Adolescence.
35p. 1mf. L1 ED 286 797
Evaluation of the Hinsdale School District 181 Telewriter Program.
32p. 1mf. L1 ED 286 731
Evaluation of the Management Training and the Career Anchors of a Group of MBA/MBL Graduates.
184p. 2mf. L1 ED 286 404
FE Can Really Change Your Life. The Experience of Afro-Caribbean and Asian Students in Further Education. An Occasional Paper.
47p. 1mf. L1 ED 286 050
Glimpse into the Thinking of Young New Zealanders.
17p. 1mf. L1 ED 286 195
How Young People Interpret Teachers' Sanctions.
83p. 1mf. L1 ED 286 829
L1 Writing for ESOL Composition.
11p. 1mf. L1 ED 286 351
Machine Dreams: Computers in the Fantasies of Young Adults.
68p. 1mf. L1 ED 286 493
Planned Parenthood Harris Poll Findings: Teens' Sexuality Knowledge and Beliefs.
38p. 1mf. L1 ED 286 086
Practice of Feminist Teaching: A Case Study of Interactions among Curriculum, Pedagogy, and Female Cognitive Development. Working Paper No. 144.
69p. 1mf. L2 ED 286 880
Reaching Math Potential.
178p. 2mf. L1 ED 286 709
Report of the Statewide High School Post-Graduate Survey, Class of 1986.
55p. 1mf. L1 ED 286 429
School Organization and the Quality of Schooling: A Study of Victorian Government Secondary Schools. ACER Research Monograph No. 29.
179p. 2mf. L1 ED 286 263
Statewide Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11: Report to Attorney General John K. Van de Kamp, Winter 1985-1986.
87p. 1mf. L1 ED 286 104
Student Outcomes Study. Year One, Final Report.
156p. 2mf. L1 ED 286 566
Understanding the Operational Model of Self-Concept: An Educational Approach.
15p. 1mf. L1 ED 286 848
Student Attrition
Attrition of Part-Time TAFE Certificate Students.
244p. 3mf. L1 ED 286 055
Chicago Public High Schools: How Their Students' Low Income, Reading Scores, and Attendance Rates Relate to Dropout Level and Type of School. First Report to the Illinois State Board of Higher Education in Response to PA 84-712 of the 84th Illinois General Assembly--"The Educational Partnership Act."
66p. 1mf. L1 ED 286 282
Student Centered Curriculum
Kindergarten Issues: A Position Paper.
27p. 1mf. L1 ED 286 598
Student Characteristics
Adult Learner: Implications and Activities for Implementation.
12p. 1mf. L1 ED 286 041
Data Base Development for Effective Enrollment Management.
33p. 1mf. L1 ED 286 400
Evaluation Study of Community Services, Mt. San Antonio College.
65p. 1mf. L1 ED 286 568
Labor Market Experience of Tennagers with and without High School Diplomas.
43p. 1mf. L1 ED 286 268
Learning and Memory: Implications for Teaching Adults. A Background Paper on Teaching Adults Prepared for Public Service Instructors, Vocational Teachers, and Vocational Administrators in West Virginia.
20p. 1mf. L1 ED 286 042
Measures of Progress: Spring 1985 Student Follow-Up.
63p. 1mf. L1 ED 286 543
Post-Graduate Education in the 1980s.
85p. 1mf. L2 ED 286 415
Profile of Pacific Schools.
172p. 2mf. L1 ED 286 976
Student Motivation.
14p. 1mf. L2 ED 286 284
Study of the Relationship among Placement Test Scores and Gender and Ethnicity of Students in Three Insufficient Academic Progress Groups at the End of Fall Quarter, 1985. General College Studies.
26p. 1mf. L1 ED 286 560
Student Costs
College Cost Book, 1986-87. Seventh Edition.
310p. 4mf. L2 ED 286 385
College Costs and Student Aid.
10p. 1mf. L1 ED 286 424
College Handbook, 1986-87. Twenty-Fourth Edition. Fall 1987 Admissions Requirements.
1934p. 21mf. L2 ED 286 388
National Longitudinal Study (NLS) of the High School Class of 1972. Basic Institutional Source File machine-readable data file .
28p. 1mf. L3 ED 286 458
Student Activity Fee Primer: Current Research on Collection, Control and Allocation.
64p. mf. L3 ED 286 431
Student Fees: The Politics of Funding Recreation Facilities.
28p. 1mf. L1 ED 286 433
Student Development
Essential Concepts, Skills and Attitudes for Grade 12. Second Draft.
26p. 1mf. L1 ED 286 869
Future Perfect: A Guide for Professional Development and Competence.
104p. mf. L3 ED 286 432
Influence of Peer Culture on College Student Values.
16p. 1mf. L1 ED 286 115
Student Educational Objectives
Student Outcomes Study. Year One, Final Report.
156p. 2mf. L1 ED 286 566
Transferring Relevant Farm Technology to Students from Less Industrialized Countries.
18p. 1mf. L1 ED 286 665
Student Evaluation
Alternatives to Standardized Tests. ERIC Digest.
3p. 1mf. L1 ED 286 938
Campus Trends, 1987. Higher Education Panel Report Number 75.
52p. 1mf. L1 ED 286 402
Grade 6 English Language Arts Student Achievement Testing Program Bulletin. 1987-88 School Year.
39p. 1mf. L1 ED 286 196
Guide to Assessing Children for Whom English Is a Second Language.
10p. 1mf. L1 ED 286 303
Learning Style Theory and Practice.
53p. 1mf. L2 ED 286 873
Networking Evaluation: A Creative Approach to Assessment.
8p. 1mf. L1 ED 286 917
Student Performance across the Domain of School Writing.
16p. 1mf. L1 ED 286 194
Teaching in a TAFE College.
259p. 3mf. L1 ED 286 056
Using an Integrated Model Incorporating Material Modification and Direct Teaching to Remediate an At-Risk Student.
20p. 1mf. L1 ED 286 878
Student Evaluation of Teacher Performance
Are Students Ratings of Different Academic Fields Different?
14p. 1mf. L1 ED 286 935
Student Financial Aid
College Cost Book, 1986-87. Seventh Edition.
310p. 4mf. L2 ED 286 385
College Costs and Student Aid.
10p. 1mf. L1 ED 286 424
College Handbook, 1986-87. Twenty-Fourth Edition. Fall 1987 Admissions Requirements.
1934p. 21mf. L2 ED 286 388
Higher Education Amendments of 1986. Conference Report to Accompany S. 1965. House of Representatives, 99th Congress, 2nd Session.
478p. 5mf. L1 ED 286 421
Higher Education Today: Facts in Brief.
60p. 1mf. L2 ED 286 390
Origins and Outcomes: An Essay on the History of Student Aid in California. The Eureka Project: A Review of Student Financial Aid in California.
48p. 1mf. L1 ED 286 396
Post-Graduate Education in the 1980s.
85p. 1mf. L2 ED 286 415
Student Flow Models
Student Flow Model: Issues and Recommendations.
20p. 1mf. L1 ED 286 426
Student Interests
Professional Interests and Scholarly Productivity of Clinical Psychology Graduate Students.
31p. 1mf. L1 ED 286 130
Student Motivation
Hows and Whys of Studying: The Relationship of Goals to Strategies.
24p. 1mf. L1 ED 286 937

(Continued)

Student Motivation (Continued)
Motivating American Indians into Graduate Studies. ERIC Digest. 4p. 1mf. L1 ED 286 703
Motivating Students to Learn: An Experiment in Junior High Social Studies Classes. Research Series No. 183. 121p. 2mf. L1 ED 286 882
Student Motivation. 14p. 1mf. L2 ED 286 284

Student Needs
Dealing with Feelings and A District-Wide Writing Assessment. 11p. 1mf. L1 ED 286 192
Education in a Changing South: New Policies, Patterns and Programs. Report on the Continuing Conference (Atlanta, Georgia, November 19-20, 1986). Current Themes in Rural and Urban Education. 39p. 1mf. L1 ED 286 967
Facilitator's Guide to Staff Training for the Rural America Series. Module 1: Understanding the Need. Research and Development Series No. 149B. 63p. 1mf. L1 ED 286 673
Perspective of the Future Development of Distance Higher Education in Korea. Proceedings of a Symposium (4th, Seoul, Korea, December 12, 1986). 147p. 2mf. L1 ED 286 489
Student Assistance Program Sandia High School 1985-86 Report. 28p. 1mf. L1 ED 286 080
Using the School Library. 15p. 1mf. L1 ED 286 507

Student Participation
Examination of Gender-Based Levels of Participation in CEDA Debate. 10p. 1mf. L1 ED 286 249
Minority Students in CEDA Debate: Involvement, Success, and Barriers. 19p. 1mf. L1 ED 286 253

Student Personnel Services
Administrative Responses to Campus Violence. 20p. 1mf. L1 ED 286 082
Influence of Peer Culture on College Student Values. 16p. 1mf. L1 ED 286 115

Student Personnel Workers
Future Perfect: A Guide for Professional Development and Competence. 104p. mf. L3 ED 286 432

Student Placement
Articulation Model for Advanced Placement of Students in Technical Colleges. 18p. 1mf. L1 ED 286 028
Investigation of the Otis-Lennon School Ability Test to Predict WISC-R Full Scale IQ for Referred Children. 15p. 1mf. L1 ED 286 883
Issues in Student Assessment. New Directions for Community Colleges, Number 59. 122p. 2mf. L1 ED 286 547
Study of the Relationship among Placement Test Scores and Gender and Ethnicity of Students in Three Insufficient Academic Progress Groups at the End of Fall Quarter, 1985. General College Studies. 26p. 1mf. L1 ED 286 560

Student Problems
School Psychologist and Program Development of Disaffected/Disruptive Students. 13p. 1mf. L1 ED 286 109

Student Promotion
Analysis of the Non-Promotion of Regular Students Enrolled in Elementary Public Education in Louisiana during the 1983-84 to 1985-86 School Sessions. 44p. 1mf. L1 ED 286 949

Student Records
Migrant Student Record Transfer System: What Is It and Who Uses It? ERIC Digest. 4p. 1mf. L1 ED 286 700

Student Recruitment
Challenging the Future. The University Marketing Report, 1985. 339p. 4mf. L1 ED 286 395
Enrollment Management. ERIC Digest. 6p. 1mf. L1 ED 286 558
Strategic Plan To Address Recruitment and Retention Strategies for Black and Hispanic Students at Hudson County Community College. 77p. 1mf. L1 ED 286 549
Student Flow Model: Issues and Recommendations. 20p. 1mf. L1 ED 286 426
Teaching and Serving Adults through Vocational-Technical Education. 31p. 1mf. L1 ED 286 043

Student Role
Bringing Students In: The Advantage of a Partisan View. 14p. 1mf. L1 ED 286 548

Student Teacher Attitudes
Ideas of Prospective Teachers in the USA and the Netherlands about Teaching and Teacher Education--A Classification. 23p. 1mf. L1 ED 286 839

Student Teaching
Developing Teaching Expertise Where It Matters: Radio-Assisted Practice as an Application of Skills Psychology. 33p. 1mf. L1 ED 286 496

Students
Contextual Thinking: The Most Basic of the Cognitive Skills. 26p. 1mf. L1 ED 286 634

Study Habits
Hows and Whys of Studying: The Relationship of Goals to Strategies. 24p. 1mf. L1 ED 286 937

Study Skills
Integration of Study Skills into a Distance Education History Course. 8p. 1mf. L1 ED 286 434
Test Preparation and Test Taking Techniques. Postsecondary Intervention Model for Learning Disabilities. Study Manual #1. 19p. 1mf. L1 ED 286 308
Three R's in a Learning Support Center. 22p. 1mf. L1 ED 286 170

Stylistics
Territory of Language: Linguistics, Stylistics, and the Teaching of Composition. 389p. mf. L3 ED 286 191

Subliminal Suggestion
Comparative Study of the Effect of Subliminal Messages on Public Speaking Ability. 18p. 1mf. L1 ED 286 243

Subsidized Child Care Services
Day Care for Children in Denmark, Norway and Sweden. 144p. 2mf. L1 ED 286 658

Subskills
Evaluation of the Effectiveness of Computer-Assisted Component Reading Subskills Training. Education and Technology Series. 236p. 3mf. L1 ED 286 163

Suburbs
Impact of Central City Newspaper Market Structure on Suburban Newspaper Existence and Circulation. 23p. 1mf. L1 ED 286 175
Impact of Intercity Competition on Daily Newspaper Content. 29p. 1mf. L1 ED 286 174

Success
Career Success: An Exploratory Study of Managers. 27p. 1mf. L1 ED 286 099
Effects of Familiarity on the Success of Children's Help-Seeking. 21p. 1mf. L1 ED 286 640

Suffixes
Acquisition of English Derivational Morphology. Technical Report No. 407. 33p. 1mf. L1 ED 286 167

Suicide
People Extra: North Dakota and United States Situational Issues Related to and Influences upon--Families (Single Persons, Single Parents, Parent-Child, Married). 31p. 1mf. L1 ED 286 595

Summer Programs
Global Learning Teacher Education Manual: A Model Inservice or Graduate Course for Elementary and Secondary Teachers. 208p. 3mf. L2 ED 286 770
Have a Bearable Summer-Read: An Activity Guide. 154p. 2mf. L1 ED 286 146
Have a Bearable Summer: '86 Summer Reading Program Planning Manual. 74p. 1mf. L1 ED 286 147
Job Training Partnership Act. Summer Youth Programs Increase Emphasis on Education. Briefing Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, United States Senate. 61p. 1mf. L1 ED 286 048
Social History: A Summer Institute for High School United States History Teachers (Charlottesville, Virginia, June 13-27, 1983). 18p. 1mf. L1 ED 286 816
Your Library--Greatest Show of All! A Planning Manual. 94p. 1mf. L1 ED 286 148
Your Library--Greatest Show of All! Activity Manual. 272p. 3mf. L1 ED 286 160

Summer Training and Education Program
Summer Training and Education Program (STEP): The Experience of Hispanic Participants in the Summer of 1985. 58p. 1mf. L2 ED 286 697

Superintendents
Home-Schooling: Reasons Some Parents Choose This Alternative Form of Education, and a Study of the Attitudes of Home-Schooling Parents and Public School Superintendents Toward the Benefits of Home-Schooling. 58p. 1mf. L1 ED 286 624
Lowering the Dropout Rate: The Experiences of Urban Superintendents. 73p. 1mf. L1 ED 286 966

Supervisors
Role of Supervisors of Agricultural Education in Educating Society about Agriculture. A Position Paper. 8p. 1mf. L1 ED 286 032

Supplementary Education
Improving the Education Status of Native Hawaiians, and For Other Purposes. Report from the Select Committee on Indian Affairs (To Accompany S. 360). 100th Congress, 1st Session. 27p. 1mf. L1 ED 286 955

Sweden
Functional Opportunities of the School Administration in Municipalities with Local Agencies and Free Municipality Experiments. 11p. 1mf. L1 ED 286 289
Outward Efficiency of Schools. 12p. 1mf. L1 ED 286 290
Swedish in Upper Secondary School--Two Worlds? 9p. 1mf. L1 ED 286 291
Time Structure and Sex Differences in Swedish Preschools. 10p. 1mf. L1 ED 286 606

Syllabication Ability
Levels of Phonological Awareness. 21p. 1mf. L1 ED 286 156

Syllables
Levels of Phonological Awareness. 21p. 1mf. L1 ED 286 156

Syllogistic Reasoning
Difference between Task Understanding and Reasoning Skills in Children's Syllogistic Performance. 27p. 1mf. L1 ED 286 373

Symbolism
Arts, Language and the Schools. 9p. 1mf. L1 ED 286 806

Syntax
Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). University of Cape Town School of Librarianship Continuing Education Series Number 1. 222p. 3mf. L1 ED 286 383
Interfaces. Working Papers in Linguistics No. 32. 167p. 2mf. L1 ED 286 380

Systems Approach
Educational Accountability and the Need for Comprehensive Evaluation in TAFE. 88p. 1mf. L1 ED 286 053

Tactile Adaptation
Modified Optacon: Towards an Educational Program. 8p. 1mf. L1 ED 286 326

Tactile Communication
Maternal Attachment Behaviors with Adopted and Birth Infants. 15p. 1mf. L1 ED 286 588

Talent Identification Program NC
Evaluation of College Level Coursework for Gifted Adolescents: An Investigation of Epistemological Stance, Knowledge Gain and Generalization. 13p. 1mf. L1 ED 286 910

Task Orientation
Hows and Whys of Studying: The Relationship of Goals to Strategies. 24p. 1mf. L1 ED 286 937

Teacher Aides
Superstars II, Intermediate. A Standards of Excellence Curriculum Project for Intermediate-Level Students. 267p. 3mf. L1 ED 286 740
Superstars II, Primary. A Standards of Excellence Curriculum Project for Primary-Level Students. 337p. 4mf. L1 ED 286 739

Teacher Attitudes
Adminstrators' and Teachers' Attitudes Toward Mainstreaming. 26p. 1mf. L1 ED 286 296
Alternative Teacher Certification: Its Policy Implications for Classroom and Personnel Practice. Monograph No. 5. 120p. 2mf. L1 ED 286 264
Attitudes and Image of Reading Teachers. 10p. 1mf. L1 ED 286 169
Case Studies of the AIA Movement. 12p. 1mf. L1 ED 286 213
Eliminating Sexism in the Classroom. 15p. 1mf. L1 ED 286 393
External Influences on School Climate. 21p. 1mf. L1 ED 286 275
Factors Influencing Vocational Teachers' Mid-Life Career Decisions. 17p. 1mf. L1 ED 286 035
Practices in Higher Education Personnel Development in Nigeria: Professional Imperatives for the Future. 23p. 1mf. L1 ED 286 827
Quality of Teacher Work Life Survey: A Preliminary Report on a Measure of Teacher Stress and Job Satisfaction and the Implications for School Counselors. 40p. 1mf. L1 ED 286 094
Reflections on the Status of Women Faculty: Part-Timers in Baccalaureate Nursing Programs. 20p. 1mf. L1 ED 286 411
Teachers' Perspectives on the Problems of Their Profession: Implications for Policymakers and Practitioners. 67p. 1mf. L1 ED 286 828
Vocational Personality Types and Sex-Role Perceptions of Educational Administrators, Counselors, and Teachers. 31p. 1mf. L1 ED 286 270

Teacher Background
Practices in Higher Education Personnel Development in Nigeria: Professional Imperatives for the Future. 23p. 1mf. L1 ED 286 827

Teacher Behavior
Child Self-Reports and Perceptions of Parent and Teacher Behavior. 15p. 1mf. L1 ED 286 613
Early Childhood Teachers' Affectionate Behavior: Differential Expression to Female Children, Male Children, and Groups of Children. 32p. 1mf. L1 ED 286 645
How Young People Interpret Teachers' Sanctions. 83p. 1mf. L1 ED 286 829
Motivating Students to Learn: An Experiment in Junior High Social Studies Classes. Research Series No. 183. 121p. 2mf. L1 ED 286 882

Teacher Centers
New York State Teacher Resource and Computer Training Center Program. Report to the Governor and Legislature. 61p. 1mf. L1 ED 286 843

Teacher Certification
Alternative Certification Program for Critical Teaching Fields. 183p. 2mf. L1 ED 286 730
Alternative Teacher Certification: Its Policy Implications for Classroom and Personnel Practice. Monograph No. 5. 120p. 2mf. L1 ED 286 264
Certification Manual. North Carolina Public School Professional Personnel. 101p. 2mf. L1 ED 286 866

Teacher Characteristics
Research on and Development of Teaching by Instructors in the Dutch Training Centres for Practical Agricultural Education. 18p. 1mf. L1 ED 286 834
Teachers of Technical Communication in Two-Year Colleges: A Status Report. 41p. 1mf. L1 ED 286 220

Teacher Education
Attitudes and Image of Reading Teachers. 10p. 1mf. L1 ED 286 169
Continuing Education Needs of Academic Staff. Full-Time TAFE College Lecturers. 88p. 1mf. L1 ED 286 061
Interagency Cooperation for Teacher Training. 14p. 1mf. L1 ED 286 304
Outline of Vocational-Technical Teacher Training in China. Country Paper--People's Republic of China. 8p. 1mf. L1 ED 285 971
Role of Higher Education in Fostering the Personal Development of Teachers. 25p. 1mf. L1 ED 286 836
Science Education. Oryx Science Bibliographies, Volume 6. 107p. mf. L3 ED 286 754
Teaching Mathematics in Grades K-8. Research Based Methods. 485p. mf. L3 ED 286 753

Teacher Education Curriculum
Case Studies of Elementary Teacher Preparation Programs in Six Schools and Colleges of Education. Preliminary Study Findings. 28p. 1mf. L1 ED 286 822
Problems in Defending the Theoretical Dimension in Teacher Education. 9p. 1mf. L1 ED 286 877

Teacher Education Programs
Case Studies of Elementary Teacher Preparation Programs in Six Schools and Colleges of Education. Preliminary Study Findings. 28p. 1mf. L1 ED 286 822
Field Based Model for Delivery of Preservice and Inservice Training for International School District Personnel in Remote Areas. 10p. 1mf. L1 ED 286 837
Ideas of Prospective Teachers in the USA and the Netherlands about Teaching and Teacher Education--A Classification. 23p. 1mf. L1 ED 286 839
Oklahoma Speech/Drama Teacher Preparation. 24p. 1mf. L1 ED 286 230
Theory into Practice: Field Based Education Programs Do Work. 10p. 1mf. L1 ED 286 620
Values and Commitments Underlying Discussion. Professional Development on Discussion: Group Images in Action. 14p. 1mf. L1 ED 286 841

Teacher Educators
Adoption Process for Personal Computers by Faculties in Business Administration and Teacher Education at the College and University Level. 97p. 2mf. L1 ED 286 417
Attitudes and Image of Reading Teachers. 10p. 1mf. L1 ED 286 169

Teacher Effectiveness
Are Students Ratings of Different Academic Fields Different? 14p. 1mf. L1 ED 286 935
Dynamics of Effective Teaching. 340p. mf. L3 ED 286 870
Knowledge Base: Issues for Liberal Arts Colleges. AILACTE Occasional Paper No. 7. 11p. 1mf. L1 ED 286 833
Teachers' Perspectives on the Problems of Their Profession: Implications for Policymakers and Practitioners. 67p. 1mf. L1 ED 286 828

Teacher Employment
Campus Trends, 1987. Higher Education Panel Report Number 75. 52p. 1mf. L1 ED 286 402
Effective Teacher Selection: From Recruitment to Retention--Case Studies. A Rand Note. 217p. 3mf. L2 ED 286 865

Teacher Evaluation
Beginning Teacher Assistance Program. Questions and Answers about the Assessment and Assistance Components. 24p. 1mf. L1 ED 286 851
How Can Principals Implement Tennessee's Instructional Model (TIM)? 3C's to Constructive Change. 9p. 1mf. L1 ED 286 260

Teacher Exchange Programs
Strengthening Vocational Teacher Education in Jamaica: An Example of Incremental, Institution Development. 17p. 1mf. L1 ED 286 840

Teacher Improvement
Research on and Development of Teaching by Instructors in the Dutch Training Centres for Practical Agricultural Education. 18p. 1mf. L1 ED 286 834
Staff Development. 23p. 1mf. L1 ED 286 258

Teacher Influence
Enhancing Children's Acceptance of Diverse Peers: Interaction Patterns in Two Mainstreamed Multicultural Day Care Centers. 32p. 1mf. L1 ED 286 653

Teacher Morale
Teacher Education To Change the Workplace. 8p. 1mf. L1 ED 286 875

Teacher Orientation
Beginning Teacher Assistance Program. Questions and Answers about the Assessment and Assistance Components. 24p. 1mf. L1 ED 286 851
Beginning Teacher's Handbook. 191p. 2mf. L1 ED 286 852
Passing the Torch: Retired Teachers as Mentors for New Teachers. 54p. 1mf. L1 ED 286 863

Teacher Participation
Grants for Teachers: A Way to Finance Innovative Ideas. 14p. 1mf. L1 ED 286 879
Secretary's Discretionary Program: Planning Grant To Develop Teacher Incentive Projects. Final Report. Support for Innovative Teacher Projects. 32p. 1mf. L1 ED 286 847

Teacher Qualifications
Beginning Teacher Assistance Program. Questions and Answers about the Assessment and Assistance Components. 24p. 1mf. L1 ED 286 851
Practices in Higher Education Personnel Development in Nigeria: Professional Imperatives for the Future. 23p. 1mf. L1 ED 286 827

Teacher Recruitment
Educators 2000: A Joint Effort To Recruit Minorities into Teacher Education. 34p. 1mf. L1 ED 286 862

Teacher Researcher Cooperation
Researchers at the Center: Suggestions for Early Childhood Educators. 18p. 1mf. L1 ED 286 647

Teacher Researchers
Teacher as Researcher. 9p. 1mf. L1 ED 286 366

Teacher Response
Teachers' Strategies for Coping with Hostile-Aggressive Students. R.S. 185. 96p. 1mf. L1 ED 286 881

Teacher Responsibility
Children Come First. 17p. 1mf. L1 ED 286 652
Reflections on the Status of Women Faculty: Part-Timers in Baccalaureate Nursing Programs. 20p. 1mf. L1 ED 286 411
Researchers at the Center: Suggestions for Early Childhood Educators. 18p. 1mf. L1 ED 286 647

Teacher Retirement
Passing the Torch: Retired Teachers as Mentors for New Teachers. 54p. 1mf. L1 ED 286 863

Teacher Rights
Bassett to Kemp: Academic Freedom Today. The Eighth Earl V. Pullias Lecture in Higher and Postsecondary Education, 1986. 26p. 1mf. L1 ED 286 389
Teacher Tenure in Montana: An Investigation of the Laws and Issues. A Report to the 49th Legislature Joint Interim Subcommittee No. 4. 61p. 1mf. L1 ED 286 288

Teacher Role
Meeting the Independent Learner Half Way. 6p. 1mf. L1 ED 286 007
Portland Writing Project in the Portland Public Schools, Evaluation Report, 1986-87. 34p. 1mf. L1 ED 286 187
Teacher as Researcher. 9p. 1mf. L1 ED 286 366
Teacher Education To Change the Workplace. 8p. 1mf. L1 ED 286 875
Teaching the Younger School Children Values. 14p. 1mf. L1 ED 286 633

Teacher Salaries
College Faculty Salaries, 1976-1986. OERI Bulletin, August 1987. 19p. 1mf. L1 ED 286 413
Performance-Based Compensation Models: Status and Potential for Implementation. 48p. 1mf. L1 ED 286 286
Report on Salaries of Administrative Nursing Faculty, Excluding Deans, in Colleges and Universities. Institutional Data Series 86-4. 41p. 1mf. L1 ED 286 392

Teacher Selection
Effective Teacher Selection: From Recruitment to Retention--Case Studies. A Rand Note. 217p. 3mf. L2 ED 286 865

Teacher Shortage
Alternative Certification Program for Critical Teaching Fields. 183p. 2mf. L1 ED 286 730

Teacher Student Relationship
Early Childhood Teachers' Affectionate Behavior: Differential Expression to Female Children, Male Children, and Groups of Children. 32p. 1mf. L1 ED 286 645
Eliminating Sexism in the Classroom. 15p. 1mf. L1 ED 286 393
How Young People Interpret Teachers' Sanctions. 83p. 1mf. L1 ED 286 829
Research on Teacher Effects: Uses and Abuses. Occasional Paper No. 116. 43p. 1mf. L1 ED 286 860
Swedish in Upper Secondary School--Two Worlds? 9p. 1mf. L1 ED 286 291
Teaching Piano Students with Learning Disabilities. 16p. 1mf. L1 ED 286 298

Teacher Supply and Demand
Alternative Teacher Certification: Its Policy Implications for Classroom and Personnel Practice. Monograph No. 5. 120p. 2mf. L1 ED 286 264
Target Forecast. Public School Teachers. 3p. 1mf. L1 ED 286 867

Teacher Workshops
Case Method of Teaching: Community College Faculty Are Taking a "Harvard Method" and Making It Their Own. 11p. 1mf. L1 ED 286 539
Maricopa Writing Project, Summer 1987: Project Report. 11p. 1mf. L1 ED 286 565
New Teachers Mathematics Staff Development, Grades 3-6. 245p. 3mf. L2 ED 286 767

Teachers
Construction of a Learning Environment: A Typology of Personal Constructs. 44p. 1mf. L1 ED 286 607
Quality of Teacher Work Life Survey: A Preliminary Report on a Measure of Teacher Stress and Job Satisfaction and the Implications for School Counselors. 40p. 1mf. L1 ED 286 094
Teacher Competency Testing. ERIC Digest. 4p. 1mf. L1 ED 286 944

Teaching (Occupation)
Sociology, Education and Schools: An Introduction to the Sociology of Education. 273p. mf. L3 ED 286 963
Teaching about Teaching: Selected Resources and Classroom Activities. 28p. 1mf. L1 ED 286 872

Teaching Conditions
Teacher Education To Change the Workplace. 8p. 1mf. L1 ED 286 875
Teachers' Perspectives on the Problems of Their Profession: Implications for Policymakers and Practitioners. 67p. 1mf. L1 ED 286 828

Teaching Experience
Knowledge Base: Issues for Liberal Arts Colleges. AILACTE Occasional Paper No. 7. 11p. 1mf. L1 ED 286 833
Look at the Rationale for Practicality in Teacher Education. 11p. 1mf. L1 ED 286 876

Teaching Guides
Pashto Basic Course. Teachers' Manual, Units 1-7. 214p. 3mf. L1 ED 286 343

Teaching Methods
Activating Latent Writing Strategies. 15p. 1mf. L1 ED 286 185
Case Method of Teaching: Community College Faculty Are Taking a "Harvard Method" and Making It Their Own. 11p. 1mf. L1 ED 286 539
Classroom Task Environments and Students' Task-Related Beliefs. Research Series No. 184. 35p. 1mf. L1 ED 286 861
Collaborations for Literacy. An Intergenerational Reading Project. Tutor's Handbook. 163p. 2mf. L1 ED 285 970
Contextual Thinking: The Most Basic of the Cognitive Skills. 26p. 1mf. L1 ED 286 634
Dynamics of Effective Teaching. 340p. mf. L3 ED 286 870
Eliot's "Cats" and a CATalog of Language Arts Activities. 10p. 1mf. L1 ED 286 211
Family Living Including Sex Education: Grades K Through 12. Third Edition. 267p. 3mf. L2 ED 286 127
Five Lines for Sixth Grade. (A Lesson Model for Teaching the Writing of the Cinquain Poem to Sixth Grade Students.). 9p. 1mf. L1 ED 286 179
Freire for the Classroom: A Sourcebook for Liberatory Teaching. 237p. mf. L3 ED 286 159
From Self to World: An Exploratory Approach to Writing across the Curriculum. 36p. 1mf. L1 ED 286 208
Hollywood Films as a Teaching Tool. 6p. 1mf. L1 ED 286 815
Integrating Reading and Writing Instruction at the Primary Level. 12p. 1mf. L1 ED 286 158
Interpersonal Process Recall (IPR): Uses in Training Trauma Counselors. 19p. 1mf. L1 ED 286 105
Motivating Students to Learn: An Experiment in Junior High Social Studies Classes. Research Series No. 183. 121p. 2mf. L1 ED 286 882
On the Front Lines: A Comparison of Reading Instruction Programs in Two South Carolina Schools. 33p. 1mf. L1 ED 286 155
One Hand at a Time. Using a One-Handed Clock To Teach Time-Telling Skills. Primary Grades. 101p. 2mf. L2 ED 286 716
Oral Communication, Grades K-6. Curriculum Bulletin No. 2. 1976-77 Series. 184p. 2mf. L2 ED 286 224
Role of Prior Experience in Learning from Instruction. 8p. 1mf. L1 ED 286 931
Special Students, Technology, and Basic Skills Education. 8p. 1mf. L1 ED 286 331
Status of United States History in Indiana Public Schools. 38p. 1mf. L1 ED 286 777
Teaching about the Soviet Union. ERIC Digest No. 42. 4p. 1mf. L1 ED 286 818
Teaching Citizenship through Children's Literature. 119p. 2mf. L1 ED 286 771
Teaching in a TAFE College. 259p. 3mf. L1 ED 286 056
Teaching Mathematics in Grades K-8. Research Based Methods. 485p. mf. L3 ED 286 753
Toward Motivation To Learn: Explorations of Classrooms with a Learning Orientation. 19p. 1mf. L1 ED 286 591

Teaching Models
Evaluation of the Newark School District Twice-Retained Program 1985-1986. DRET Report No. 34. 81p. 1mf. L1 ED 286 887

Teaching Skills
Beginning Teacher Assistance Program. Questions and Answers about the Assessment and Assistance Components. 24p. 1mf. L1 ED 286 851

Teaching Styles
Classroom Task Environments and Students' Task-Related Beliefs. Research Series No. 184. 35p. 1mf. L1 ED 286 861

Technical Communication
Teachers of Technical Communication in Two-Year Colleges: A Status Report. 41p. 1mf. L1 ED 286 220

Technical Education
Outline of Vocational-Technical Teacher Training in China. Country Paper--People's Republic of China. 8p. 1mf. L1 ED 285 971

Technical Writing
Politics of Peer Review in a Nonacademic Setting. 14p. 1mf. L1 ED 286 209
Speech and Technical Writing: A Combined Approach. 16p. 1mf. L1 ED 286 227
Teachers of Technical Communication in Two-Year Colleges: A Status Report. 41p. 1mf. L1 ED 286 220

Technological Advancement
Adjustments Needed in Vocational Agriculture Programs To Meet the Employment Needs of the Food and Fiber System in the Next Decade. A Position Paper. 7p. 1mf. L1 ED 286 031
Adult Literacy and Technology Conference Proceedings (University Park, Pennsylvania, June 4-7, 1987). 73p. 1mf. L2 ED 286 066
Changes in United States Advertising 1976-1986 (a la Studs Terkel). 26p. 1mf. L1 ED 286 177
Continuing Education Needs of Academic Staff. Full-Time TAFE College Lecturers. 88p. 1mf. L1 ED 286 061
Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984). 264p. 3mf. L1 ED 286 315
Enabling Handicapped Nonreaders to Independently Obtain Information: Initial Development of an Inexpensive Bar Code Reader System. 11p. 1mf. L1 ED 286 316
Potential of Artificial Intelligence in Aids for the Disabled. 9p. 1mf. L1 ED 286 318
State of the Art of High Tech Aids. 11p. 1mf. L1 ED 286 324
Technological Innovation and Strategic Human Resource Management: Developing a Theory. 38p. 1mf. L1 ED 286 100
Technology and Employment. Innovation and Growth in the U.S. Economy. 238p. 3mf. L2 ED 286 063

(Continued)

Technological Advancement *(Continued)*
Technology Education. A Curriculum Guide. VOC ED 226.
65p. 1mf. L1 ED 286 039
Utilization of Technology; Consumer Perspective.
7p. 1mf. L1 ED 286 332
Technological Literacy
Technological Literacy. A Common Essential Learning for Saskatchewan Students.
68p. 1mf. L1 ED 286 737
Technology
Career Opportunities in Science and Technology. LC Science Tracer Bullet.
11p. 1mf. L1 ED 286 761
Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984).
264p. 3mf. L1 ED 286 315
Enabling Handicapped Nonreaders to Independently Obtain Information: Initial Development of an Inexpensive Bar Code Reader System.
11p. 1mf. L1 ED 286 316
Holistic Application of High Technology for Conversation, Writing, and Computer Access Aid Systems.
12p. 1mf. L1 ED 286 325
Integrating Communication, Computer Access, Environmental Control & Mobility.
9p. 1mf. L1 ED 286 317
Special Students, Technology, and Basic Skills Education.
8p. 1mf. L1 ED 286 331
State of the Art of High Tech Aids.
11p. 1mf. L1 ED 286 324
Technology Education. A Curriculum Guide. VOC ED 226.
65p. 1mf. L1 ED 286 039
Technology Transfer
Technology and Employment. Innovation and Growth in the U.S. Economy.
238p. 3mf. L2 ED 286 063
Transferring Relevant Farm Technology to Students from Less Industrialized Countries.
18p. 1mf. L1 ED 286 665
Telecommunications
Evaluation of the Hinsdale School District 181 Telewriter Program.
32p. 1mf. L1 ED 286 731
Minnesota Technology Demonstration Sites.
51p. 1mf. L1 ED 286 470
Teleconferencing
Open Portal Schools: The Real Impact of Computer-Based Education.
14p. 1mf. L1 ED 286 487
Personal Experience with Computer Conferencing: Problems and Possibilities.
9p. 1mf. L1 ED 286 488
Telecourses
Comparison of Grade Distributions for Telecourses and Print Based Courses.
10p. 1mf. L1 ED 286 562
Delivery of TAFE Services to People in Remote Areas--A Case Study with Generalisations.
200p. 3mf. L1 ED 286 058
Telephone Instruction
ABET: Adult Basic Education Tele-teacher. A 310/Special Demonstration Project, 1986-87. Final Report.
12p. 1mf. L1 ED 286 575
Television
"All in the Family" in Context: A Unified Model of Media Studies Applied to Television Criticism.
26p. 1mf. L1 ED 286 240
Video Vision. A Publication on Instructional Television, Video Production, and Distance Learning.
70p. 1mf. L1 ED 286 468
Television Criticism
"All in the Family" in Context: A Unified Model of Media Studies Applied to Television Criticism.
26p. 1mf. L1 ED 286 240
Eighties' Film Noir: An Analysis of the Use of the "Double" in "Miami Vice's" Second and Third Seasons.
29p. 1mf. L1 ED 286 226
Television Viewing
Children and Television: A Study of New TV Programs for Children Based on the Pilot of an Animated Production.
36p. 1mf. L1 ED 286 480
Effects of Television on Children. Foundation for Child and Youth Studies Selected Papers Number 47.
21p. 1mf. L1 ED 286 577
Homemaking Practices and Evening Meals in Married and Separated Families with Young Children.
27p. 1mf. L1 ED 286 604
Telewriting
Evaluation of the Hinsdale School District 181 Telewriter Program.
32p. 1mf. L1 ED 286 731
Tenure
Teacher Tenure in Montana: An Investigation of the Laws and Issues. A Report to the 49th Legislature Joint Interim Subcommittee No. 4.
61p. 1mf. L1 ED 286 288
Test Bias
Investigation of the Otis-Lennon School Ability Test to Predict WISC-R Full Scale IQ for Referred Children.
15p. 1mf. L1 ED 286 883
Test Coaching
Coaching for Tests. ERIC Digest.
4p. 1mf. L1 ED 286 939
Computer as a Tool in SAT Preparation.
16p. 1mf. L1 ED 286 932
Job Corps GED Competencies Program Guide. ETA Handbook No. 324.
494p. 6mf. L1 ED 286 005
Test Construction
Assessing Writing Skill. Research Monograph No. 11.
138p. 2mf. L2 ED 286 920
GMAT Exposed: Tricks from 20 GMATs. 2nd Edition.
111p. 2mf. L1 ED 286 919
LSAT Exposed: Tricks from 12 LSATs. Second Edition.
137p. 2mf. L1 ED 286 918
Measurement Implications of "A Nation at Risk." ERIC Digest.
4p. 1mf. L1 ED 286 943
Toward a Qualitative Analysis of Standardized Tests Using an Information Processing Model.
17p. 1mf. L1 ED 286 933
Test Disclosure
Effects of Test Disclosure on Linear Equating Relationships under the Common Item Nonequivalent Groups Design.
29p. 1mf. L1 ED 286 907
Test Format
GMAT Exposed: Tricks from 20 GMATs. 2nd Edition.
111p. 2mf. L1 ED 286 919
LSAT Exposed: Tricks from 12 LSATs. Second Edition.
137p. 2mf. L1 ED 286 918
Measuring Computational Estimation Processes.
45p. 1mf. L1 ED 286 929
Test Interpretation
Interest Inventory Interpretation: Some Suggestions and Cautions.
11p. 1mf. L1 ED 286 925
Test Items
Effects of Test Disclosure on Linear Equating Relationships under the Common Item Nonequivalent Groups Design.
29p. 1mf. L1 ED 286 907
Measuring Computational Estimation Processes.
45p. 1mf. L1 ED 286 929
Test Length
Effects of Time Limits on the Quality of Student-Written Essays. Revised.
20p. 1mf. L1 ED 286 936
Test Manuals
Equating of 1985 to 1986 Citywide Reading and Mathematics Tests.
61p. 1mf. L1 ED 286 903
Test of Economic Literacy
Economic Literacy, Teacher Instruction, and Preparation for the World of Work.
21p. 1mf. L1 ED 286 835
Test Reliability
Assessing Writing Skill. Research Monograph No. 11.
138p. 2mf. L2 ED 286 920
Construction of Tests in the Cognitive and Psychomotor Domains for Skin and Scuba Diving.
21p. 1mf. L1 ED 286 831
Improving the Validity of Classification Decisions on the Basis of Competency Test Performance by Means of Self Correction.
12p. 1mf. L1 ED 286 912
Self-Report Measure of Touching Behavior.
18p. 1mf. L1 ED 286 901
Validity and Reliability of an Instrument To Measure the Dramatic Play Abilities of Young Children.
131p. 2mf. L1 ED 286 654
Test Reviews
Finding Information about Tests. ERIC Digest.
4p. 1mf. L1 ED 286 941
Test Security
Effects of Test Disclosure on Linear Equating Relationships under the Common Item Nonequivalent Groups Design.
29p. 1mf. L1 ED 286 907
Test Selection
Right Achievement Test Makes Sense of Your Curriculum Development.
9p. 1mf. L1 ED 286 898
Test Theory
Riding the Rasch Tiger. Part 1: Laying the Item Bank Foundation (Paul Volker Would Approve).
38p. 1mf. L1 ED 286 921
Test Use
Closer Look at Cloze.
17p. 1mf. L1 ED 286 376
Test Validity
Construction of Tests in the Cognitive and Psychomotor Domains for Skin and Scuba Diving.
21p. 1mf. L1 ED 286 831
Gender and Race Effects on Standardized Tests Predictive Validity: A Meta-analytical Study.
51p. 1mf. L1 ED 286 914
Improving the Validity of Classification Decisions on the Basis of Competency Test Performance by Means of Self Correction.
12p. 1mf. L1 ED 286 912
Preschool Evaluation Report: Year 1 Report.
62p. 1mf. L1 ED 286 337
Self-Report Measure of Touching Behavior.
18p. 1mf. L1 ED 286 901
Validity and Reliability of an Instrument To Measure the Dramatic Play Abilities of Young Children.
131p. 2mf. L1 ED 286 654
Validity Threats in Retrospective Pretest-Posttest Designs.
13p. 1mf. L1 ED 286 896
Test Wiseness
Computer as a Tool in SAT Preparation.
16p. 1mf. L1 ED 286 932
GMAT Exposed: Tricks from 20 GMATs. 2nd Edition.
111p. 2mf. L1 ED 286 919
LSAT Exposed: Tricks from 12 LSATs. Second Edition.
137p. 2mf. L1 ED 286 918
Test Preparation and Test Taking Techniques. Postsecondary Intervention Model for Learning Disabilities. Study Manual #1.
19p. 1mf. L1 ED 286 308
Testing
Report to Parents: A Collection.
12p. 1mf. L1 ED 286 576
Testing Effects
School and College Competency Testing Programs: Perceptions and Effects on the Black Students in Louisiana and North Carolina.
322p. 4mf. L1 ED 286 960
Testing Problems
Legal Issues in Minimum Competency Testing. ERIC Digest.
3p. 1mf. L1 ED 286 942
Measurement Implications of "A Nation at Risk." ERIC Digest.
4p. 1mf. L1 ED 286 943
Testing Programs
Annual Report of California Achievement Tests Results, 1985-86.
282p. 3mf. L1 ED 286 894
Issues in Student Assessment. New Directions for Community Colleges, Number 59.
122p. 2mf. L1 ED 286 547
Riding the Rasch Tiger. Part 3: Rasch-Based Evaluation (Without Regrets or Regression to the Mean).
33p. 1mf. L1 ED 286 923
Tests
Study of the Relationship between Reading, Computational, and Critical Thinking Skills and Academic Success in Fundamentals of Chemistry.
8p. 1mf. L1 ED 286 569
Texas
Applying Automation to Investigations of Child Abuse. Impact Evaluation Report on the Case Decision Project (September 1, 1984, to August 31, 1986).
225p. 3mf. L1 ED 286 592
External Influences on School Climate.
21p. 1mf. L1 ED 286 275
Texas A and M University
Sources for Women's History in the Microtext Department of the Sterling C. Evans Library at Texas A&M University. Volume I and Volume II.
83p. 1mf. L1 ED 286 530
Texas Education Agency
Distance Learning Proposal.
13p. 1mf. L1 ED 286 469
Texas Educational Assessment of Minimum Ski
Irving Independent School District: Standardized Test Results, 1985-86.
79p. 1mf. L1 ED 286 893
Textbooks
Behind Textbook Censorship.
17p. 1mf. L1 ED 286 798
Theater Arts
Conditions and Needs of the Professional American Theatre. Report No. 11.
136p. 2mf. L1 ED 286 786
Wind in the Willows--Theatre Activity Packet.
34p. 1mf. L2 ED 286 246
Theater Research
Conditions and Needs of the Professional American Theatre. Report No. 11.
136p. 2mf. L1 ED 286 786
Theoretical Orientation
Description of Teacher and Child Language in Two Preschool Programs.
34p. 1mf. L1 ED 286 657
Theory Practice Relationship
Applying Educational Psychology in the Classroom. Third Edition.
571p. mf. L3 ED 286 854
Extension Education Impacts of Farming Systems Research in Lesotho.
363p. 4mf. L2 ED 285 975
Learning Style Theory and Practice.
53p. 1mf. L2 ED 286 873
Problems in Defending the Theoretical Dimension in Teacher Education.
9p. 1mf. L1 ED 286 877
Professional Interests and Scholarly Productivity of Clinical Psychology Graduate Students.
31p. 1mf. L1 ED 286 130
Research on Teacher Effects: Uses and Abuses. Occasional Paper No. 116.
43p. 1mf. L1 ED 286 860
Territory of Language: Linguistics, Stylistics, and the Teaching of Composition.
389p. mf. L3 ED 286 191
Theory into Practice: Field Based Education Programs Do Work.
10p. 1mf. L1 ED 286 620
Therapists
Self-Awareness Process in the Effective Psychotherapist.
16p. 1mf. L1 ED 286 098
Time
Effectiveness of Immediate versus Delayed Cognitive-Behavioral Treatment of Depression.
19p. 1mf. L1 ED 286 135
One Hand at a Time. Using a One-Handed Clock To Teach Time-Telling Skills. Primary Grades.
101p. 2mf. L2 ED 286 716
Time Factors (Learning)
Application of Mastery Learning Theory to Full- and Half-Day Kindergarten Research.
20p. 1mf. L1 ED 286 623
Cognitive Arithmetic: Evidence for the Development of Automaticity.
10p. 1mf. L1 ED 286 732
Time Structure and Sex Differences in Swedish Preschools.
10p. 1mf. L1 ED 286 606
Time Management
Back to Work: A Guide for Expectant and New Working Parents.
158p. 2mf. L1 ED 286 619
Time Telling
One Hand at a Time. Using a One-Handed Clock To Teach Time-Telling Skills. Primary Grades.
101p. 2mf. L2 ED 286 716
Timed Tests
Effects of Time Limits on the Quality of Student-Written Essays. Revised.
20p. 1mf. L1 ED 286 936
Toddlers
Circle Time Curriculum Activities Around the Clock for Home-Based and Center-Based Infant/Toddler Child Care.
135p. 2mf. L2 ED 286 608
Temperament Stability Across the First Two Years in Full-Term and Preterm Infants.
15p. 1mf. L1 ED 286 585
Touching
Self-Report Measure of Touching Behavior.
18p. 1mf. L1 ED 286 901
Tourism
Ihr Ticket fur Munchen (Your Ticket to Munich).
21p. 1mf. L1 ED 286 357
Tower of Hanoi Problem
Children's Awareness of Actions: Getting a Hand on Consciousness.
20p. 1mf. L1 ED 286 589
Track System (Education)
Individual and Organizational Predictors of High School Track Placement.
39p. 1mf. L1 ED 286 111
Swedish in Upper Secondary School--Two Worlds?
9p. 1mf. L1 ED 286 291
Trade and Industrial Education
Factors Influencing Vocational Teachers' Mid-Life Career Decisions.
17p. 1mf. L1 ED 286 035
Selection for the Trades.
89p. 1mf. L1 ED 286 060
Traffic Accidents
Assessing the Effects of Grass Roots Drunk Driving Prevention Programs: First Facts. Report from the Drunk Driving Prevention Project.
55p. 1mf. L1 ED 286 102
Traffic Circulation
Driver Training in the Federal Republic of Germany. Support Material and Test Pamphlets.
87p. 1mf. L1 ED 286 363
Traffic Control
Driver Training in the Federal Republic of Germany. Support Material and Test Pamphlets.
87p. 1mf. L1 ED 286 363
Traffic Safety
Safety Belt Programs at the Workplace. WBGH Worksite Wellness Series.
54p. 1mf. L2 ED 286 018
Trainers
Malawi 1984 Final Training Report. Volume I: Administrative Summary. Volume II: Details of Sessions and Experiences.
280p. 3mf. L1 ED 285 968
Training
American Nanny: Opportunities, Training and Placement.
14p. 1mf. L1 ED 286 622
Caring for Young Children: Teen Notebook.
76p. 1mf. L2 ED 286 642
Children's Awareness of Actions: Getting a Hand on Consciousness.
20p. 1mf. L1 ED 286 589
Conceptual Development in Infancy: The Understanding of Containment.
13p. 1mf. L1 ED 286 584
Training Methods
Athletes in Motion: Training for the Olympic Games with Mind and Body: Two Case Studies.
15p. 1mf. L1 ED 286 850
Malawi 1984 Final Training Report. Volume I: Administrative Summary. Volume II: Details of Sessions and Experiences.
280p. 3mf. L1 ED 285 968
Selected Topics in Peace Corps Training.
14p. 1mf. L1 ED 286 667
Transfer Policy
In a Position to Judge: The AACSB and the Issue of Business Administration Transfer.
12p. 1mf. L1 ED 286 542
Transfer Programs
Status of the Transfer Function. ERIC Digest.
3p. 1mf. L1 ED 286 550
Transformational Generative Grammar
Interfaces. Working Papers in Linguistics No. 32.
167p. 2mf. L1 ED 286 380
Transitional Programs
Dropout Prevention Model, Baldwyn High School, Baldwyn, Mississippi.
11p. 1mf. L1 ED 286 262
Final Evaluation Report. 1986-87 Early Childhood Development Program.
161p. 2mf. L1 ED 286 635
Selective Review of the Professional Literature Concerning the Transition Process of Learning Disabled Adolescents and Adults.
18p. 1mf. L1 ED 286 299
Therapeutic Services for Hispanic Families in Transition.
9p. 1mf. L1 ED 286 145
Translation
What Variability Can Reveal: Translating into the Foreign Language.
10p. 1mf. L1 ED 286 367
Transparencies
Facilitator's Guide to Staff Training for the Rural America Series. Transparency Masters, Modules I-XIV. Research and Development Series No. 149R.
102p. 2mf. L1 ED 286 689
Travel
Bergsteigen in den Alpen (Mountain Climbing in the Alps).
6p. 1mf. L1 ED 286 358
Ihr Ticket fur Munchen (Your Ticket to Munich).
21p. 1mf. L1 ED 286 357
Visitors Abroad.
9p. 1mf. L1 ED 286 361
Trend Analysis
Social and Economic Significance of Human Migration in the Western Region. Bulletin 859.
36p. 1mf. L1 ED 286 669
Trustees
CALTAC-WILL 1985-1986. Including CALTAC-WILL 1983-1985. Proceedings of Three Series of Regional Workshops in Library Leadership (California, 1983-1986).
85p. 1mf. L1 ED 286 509
College Trustee Study machine-readable data file .
28p. 1mf. L3 ED 286 457
Tuition
Higher Education Administrative Costs: Continuing the Study.
90p. 1mf. L1 ED 286 460
Tutorial Programs
ABET: Adult Basic Education Tele-teacher. A 310/Special Demonstration Project, 1986-87. Final Report.
12p. 1mf. L1 ED 286 575
Tutoring
Activating Latent Writing Strategies.
15p. 1mf. L1 ED 286 185
Collaborations for Literacy. An Intergenerational Reading Project. Tutor's Handbook.
163p. 2mf. L1 ED 285 970
Collaborations for Literacy. An Intergenerational Reading Project. Administrator's Handbook.
173p. 2mf. L1 ED 285 969
Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program. An Instructional Guide.
76p. 1mf. L1 ED 286 046
Organizing a Literacy Program for Older Adults. Literacy Education for the Elderly Project.
76p. 1mf. L2 ED 286 001
Test Preparation and Test Taking Techniques. Postsecondary Intervention Model for Learning Disabilities. Study Manual #1.
19p. 1mf. L1 ED 286 308
Tutoring Older Adults in Literacy Programs. Literacy Education for the Elderly Project.
36p. 1mf. L2 ED 286 002
Twice Retained Program NJ
Evaluation of the Newark School District Twice-Retained Program 1985-1986. DRET Report No. 34.
81p. 1mf. L1 ED 286 887
Two Year College Students
Learning Disabled Student Use of Microcomputers in Learning Disabilities Programs at California Community Colleges.
15p. 1mf. L1 ED 286 563
Measures of Progress: Spring 1985 Student Follow-Up.
63p. 1mf. L1 ED 286 543
Strategic Plan To Address Recruitment and Retention Strategies for Black and Hispanic Students at Hudson County Community College.
77p. 1mf. L1 ED 286 549
Student Assessment: Humanities. ERIC Digest.
3p. 1mf. L1 ED 286 553
Student Assessment: Literacy. ERIC Digest.
3p. 1mf. L1 ED 286 554
Student Assessment: Science. ERIC Digest.
3p. 1mf. L1 ED 286 555
Student Assessment: Social Science. ERIC Digest.
3p. 1mf. L1 ED 286 556
Wentworth Institute of Technology Factbook. Issue #7.
80p. 1mf. L1 ED 286 545
Two Year Colleges
Learning Theories, Career Development Theories, and Their Applications at Two-Year Colleges.
52p. 1mf. L1 ED 286 142
Teachers of Technical Communication in Two-Year Colleges: A Status Report.
41p. 1mf. L1 ED 286 220
Typewriting
Effect of Typing Skill on Using a Word Processor for Composition.
21p. 1mf. L1 ED 286 465
Uncommonly Taught Languages
Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). University of Cape Town School of Librarianship Continuing Education Series Number 1.
222p. 3mf. L1 ED 286 383
Studies on Language Change. Working Papers in Linguistics No. 34.
171p. 2mf. L1 ED 286 382
Underachievement
Counseling Underachievers: A Counselor's Guide to Helping Students Improve Their Academic Performance.
65p. 1mf. L1 ED 286 112
Undergraduate Study
Towards a National Policy for Undergraduate Science Education: With the Recommendations of the National Higher Education Associations' Task Force. ACE Special Report.
30p. 1mf. L1 ED 286 384
Underwater Diving
Construction of Tests in the Cognitive and Psychomotor Domains for Skin and Scuba Diving.
21p. 1mf. L1 ED 286 831
Unemployment
Technology and Employment. Innovation and Growth in the U.S. Economy.
238p. 3mf. L2 ED 286 063
UNESCO
Intergovernmental Oceanographic Commission. Reports of Governing and Major Subsidiary Bodies. Fourteenth Session of the Assembly (Paris, 17 March-1 April 1987).
201p. 3mf. L2 ED 286 747
Making the Connection. The Adult Education Movement and the 4th Unesco Conference.
38p. 1mf. L2 ED 286 008
Unions
Health Promotion and the Labor Union Movement. WBGH Worksite Wellness Series.
34p. 1mf. L2 ED 286 022
Organized Labor Involvement in Vocational-Technical Education at the Local Level.
37p. 1mf. L1 ED 286 077
United Nations Environment Program
State of the Environment: Environment and Health 1986. United Nations Environment Programme.
99p. 2mf. L1 ED 286 711
State of the World Environment, 1987. United Nations Environment Programme.
88p. 1mf. L1 ED 286 712
United Nations Environment Programme. Annual Report of the Executive Director, 1985.
264p. 3mf. L1 ED 286 710
United Nations Food and Agriculture Organiz
World Food Day Curriculum, Grades K-3.
21p. 1mf. L2 ED 286 792
World Food Day Curriculum, Grades 4-7.
25p. 1mf. L2 ED 286 793
World Food Day: Curriculum, Grades 8-12.
28p. 1mf. L2 ED 286 794
United States
Conditions and Needs of the Professional American Theatre. Report No. 11.
136p. 2mf. L1 ED 286 786
Human Values in Intercultural Communication: Japan Compared to the U.S.A.
13p. 1mf. L1 ED 286 236
Ideas of Prospective Teachers in the USA and the Netherlands about Teaching and Teacher Education--A Classification.
23p. 1mf. L1 ED 286 839
People Extra: North Dakota and United States Situational Issues Related to and Influences upon--Families (Single Persons, Single Parents, Parent-Child, Married).
31p. 1mf. L1 ED 286 595
U.S.-Soviet Relations: Testing Gorbachev's "New Thinking." Current Policy No. 985.
7p. 1mf. L1 ED 286 807
United States (North Central)
Farm Crisis Response: Extension and Research Activities in the North Central Region.
73p. 1mf. L1 ED 286 706
United States (South)
Arts Public in the South: Report #17.
61p. 1mf. L1 ED 286 785
Culture-Specific Institutions that Delayed the Growth of Common Schools in the Antebellum South, 1700-1860.
34p. 1mf. L1 ED 286 983
Education in a Changing South: New Policies, Patterns and Programs. Report on the Continuing Conference (Atlanta, Georgia, November 19-20, 1986). Current Themes in Rural and Urban Education.
39p. 1mf. L1 ED 286 967
United States (West)
Social and Economic Significance of Human Migration in the Western Region. Bulletin 859.
36p. 1mf. L1 ED 286 669
United States Constitution
Address of the Honorable Edwin Meese III, Attorney General of the United States, at the American Studies Center Bicentennial Program.
16p. 1mf. L1 ED 286 795
Celebrating the Constitution: An Instructional Unit for Elementary Grades.
99p. 2mf. L2 ED 286 802
Classroom Presents the Constitution of the United States: A Story for Elementary School Children, and Materials for a Classroom Presentation of the Constitution of the United States: Script, Props, and Activities for Elementary School Children.
167p. 2mf. L2 ED 286 808
Red, White and Blue--Childhood and Citizenship.
29p. 1mf. L1 ED 286 821
Separation of Powers.
10p. 1mf. L1 ED 286 801
U.S. Constitution. A Teacher's Guide. Six 30-Minute Video Programs for Junior High and High School Students.
47p. 1mf. L2 ED 286 820
United States Government (Course)
Address of the Honorable Edwin Meese III, Attorney General of the United States, at the American Studies Center Bicentennial Program.
16p. 1mf. L1 ED 286 795
U.S. Constitution. A Teacher's Guide. Six 30-Minute Video Programs for Junior High and High School Students.
47p. 1mf. L2 ED 286 820
United States History
Address of the Honorable Edwin Meese III, Attorney General of the United States, at the American Studies Center Bicentennial Program.
16p. 1mf. L1 ED 286 795
America Past. Teacher's Guide. Sixteen 15-Minute Programs on the Social History of the United States for High School Students.
51p. 1mf. L2 ED 286 819
American History and National Security: Supplementary Lessons for High School Courses.
222p. 3mf. L2 ED 286 809
Amityville: An Overview.
116p. 2mf. L1 ED 286 790
Classroom Presents the Constitution of the United States: A Story for Elementary School Children, and Materials for a Classroom Presentation of the Constitution of the United States: Script, Props, and Activities for Elementary School Children.
167p. 2mf. L2 ED 286 808
Hollywood Films as a Teaching Tool.
6p.. 1mf. L1 ED 286 815
Separation of Powers.
10p. 1mf. L1 ED 286 801
Social History: A Summer Institute for High School United States History Teachers (Charlottesville, Virginia, June 13-27, 1983).
18p. 1mf. L1 ED 286 816
Status of United States History in Indiana Public Schools.
38p. 1mf. L1 ED 286 777
U.S. Constitution. A Teacher's Guide. Six 30-Minute Video Programs for Junior High and High School Students.
47p. 1mf. L2 ED 286 820
Watergate: A Teaching Unit. Curriculum Project Report No. 4040. Experimental Edition.
75p. 1mf. L2 ED 286 813
Units of Study
Kindergarten Curriculum for Conceptual Language Development.
262p. 3mf. L1 ED 286 610
Universities
Assessment and Remediation Issues in Articulation.
13p. 1mf. L1 ED 286 435
University of Alabama Birmingham
Interagency Cooperation for Teacher Training.
14p. 1mf. L1 ED 286 304
University of Alaska
Statistical Abstract, 1986.
250p. 3mf. L1 ED 286 399
University of Arizona
Student Fees: The Politics of Funding Recreation Facilities.
28p. 1mf. L1 ED 286 433
University of California
Memorandum of Understanding between University of California and University Council, American Federation of Teachers, Non-Senate Instructional Unit, July 1 1986-June 30, 1988.
90p. 1mf. L2 ED 286 453
University of Hawaii
Agreement between University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii, 1987-1989.
99p. 2mf. L1 ED 286 449

University of Massachusetts
Agreement between the Board of Trustees of the University of Massachusetts on Behalf of the Board of Regents of Higher Education and the Massachusetts Society of Professors Faculty Staff Union/MTA/NEA.
137p. 2mf. L1 ED 286 442
University of Miami FL
Abstracts and Indexes Cataloging Project Report.
131p. 2mf. L1 ED 286 517
University of Nevada Las Vegas
One College of Education's Response to the Call for Reform in Teacher Education.
31p. 1mf. L1 ED 286 859
University of New England (Australia)
Integration of Study Skills into a Distance Education History Course.
8p. 1mf. L1 ED 286 434
University of Northern Iowa
Master Agreement between the State of Iowa Board of Regents and the Uni-United Faculty of University of Northern Iowa, July 1, 1987-June 30, 1989.
94p. 1mf. L1 ED 286 448
University of Portland OR
Field Based Model for Delivery of Preservice and Inservice Training for International School District Personnel in Remote Areas.
10p. 1mf. L1 ED 286 837
University of Utah
Implicit Theory of Leadership among Educators.
23p. 1mf. L1 ED 286 271
Urban Areas
Crime on Campus, 1978-1979: A Survey of 150 College Campuses and Cities machine-readable data file .
28p. 1mf. L3 ED 286 459
Urban Education
Comprehensive Multi-Year Education Plan. SY 1988-1992.
934p. 10mf. L1 ED 286 987
Schools, Space and Social Policy: Educational Provision for the Children of Migrant Workers in Munich. International Monographs in Community and Educational Policy Studies.
47p. mf. L3 ED 286 662
Urban Schools
Chicago Public High Schools: How Their Students' Low Income, Reading Scores, and Attendance Rates Relate to Dropout Level and Type of School. First Report to the Illinois State Board of Higher Education in Response to PA 84-712 of the 84th Illinois General Assembly--"The Educational Partnership Act."
66p. 1mf. L1 ED 286 282
Guidance and Counseling in Urban Schools: Reform Issues for Policy Makers and Program Planners.
17p. 1mf. L1 ED 286 081
Psychosocial and Academic Effects of an Intervention Program among Minority School Children.
20p. 1mf. L1 ED 286 946
Reaching Beyond Our Limitations: An Interview with Rev. Floyd H. Flake, Member, U.S. House of Representatives, Founder, Allen Christian School.
5p. 1mf. L1 ED 286 982
Six School Complex: A Successful Innovation in Washington, D.C.'s Public Schools.
232p. mf. L3 ED 286 984
Urdu
Lexical Modernization and Its Socio-Linguistic Effects: A Case from Indian Urdu.
27p. 1mf. L1 ED 286 375
User Needs (Information)
ASQ: Asking Significant Questions. Alternative Tools for Information Need and Accountability Assessments by Libraries.
428p. 5mf. L1 ED 286 519
Using the School Library.
15p. 1mf. L1 ED 286 507
User Satisfaction (Information)
Collection Building vs. Document Delivery: An Evaluation of Methods To Provide NTIS Documents in an Academic Engineering Library.
82p. 1mf. L1 ED 286 510
User Training
Training Concerns for an Online Public Access Catalog.
11p. 1mf. L1 ED 286 537
USSR
Soviet Union and Eastern Europe: A Teachers' Guide.
36p. 1mf. L1 ED 286 782
Teaching about the Soviet Union. ERIC Digest No. 42.
4p. 1mf. L1 ED 286 818
U.S.-Soviet Relations: Testing Gorbachev's "New Thinking." Current Policy No. 985.
7p. 1mf. L1 ED 286 807
Utah
Focus: A Forum on Teaching and Learning in Utah Community Colleges, Volume VI.
38p. 1mf. L1 ED 286 544
Validity
Are Students Ratings of Different Academic Fields Different?
14p. 1mf. L1 ED 286 935
Emerging with Honour from a Dilemma Inherent in the Validation of Educational Achievement Measures.
9p. 1mf. L1 ED 286 904
Relationship between Method and Validity in Social Science Research.
24p. 1mf. L2 ED 286 934
Value Judgment
Evolving Aesthetic Criteria for Computer Generated Art: A Delphi Study.
92p. 1mf. L1 ED 286 462
Reasoning about School Rules: A Study of Adolescents with Antisocial Behaviors.
26p. 1mf. L2 ED 286 087
Values
Essentials of College and University Education for Professional Nursing. Final Report.
34p. 1mf. L1 ED 286 391
Human Values in Intercultural Communication: Japan Compared to the U.S.A.
13p. 1mf. L1 ED 286 236
Stock Approach to Value Debate.
14p. 1mf. L1 ED 286 229
Values and Affectivity from a Piagetian Point of View.
66p. 1mf. L1 ED 286 596
Values Education
"Other Voices" in Contemporary Ethical Dilemmas: The Value of the New Scholarship on Women in the Teaching of Ethics.
34p. 1mf. L1 ED 286 781
Influence of Peer Culture on College Student Values.
16p. 1mf. L1 ED 286 115
Report of the Proceedings of the Conference on the Future World of Work (St. Louis, Missouri, October 12, 1984).
92p. 1mf. L1 ED 285 984
Teaching the Younger School Children Values.
14p. 1mf. L1 ED 286 633
Variables
Beyond Hage: Building Communication Theory by Exploring Three-Variable Relationships.
23p. 1mf. L1 ED 286 214
Verbal Ability
Measuring Divergent Thinking Ability of Preschool Children Using Demonstrative as Well as Verbalized Responses.
13p. 1mf. L1 ED 286 637
Verbal Communication
Dependencies between Teacher-Child and Child-Child Contingent Verbal Behaviors in Two Preschool Programs.
32p. 1mf. L1 ED 286 661
Interpreting Contradictory Communications.
10p. 1mf. L1 ED 286 582
Victimization
Handbook on the Implementation of Anti-Victimization Programs for School Children.
117p. 2mf. L1 ED 286 621
Victims of Crime
Handbook on the Implementation of Anti-Victimization Programs for School Children.
117p. 2mf. L1 ED 286 621
Trends in Student Misconduct: The 70s and 80s.
38p. 1mf. L1 ED 286 954
Videodisks
Evaluating the Use and Effectiveness of Learner Controlled, Interactive Videodisc.
27p. 1mf. L1 ED 286 909
Laser Videodiscs and the Curriculum.
16p. 1mf. L1 ED 286 492
Videodisc Education in Adult Basic Education. A 310 Special Demonstration Project, 1986-1987. Final Report.
11p. 1mf. L1 ED 286 573
Videotape Cassettes
Utilization of New Technologies to Improve Instruction for Limited English Proficient Adults.
143p. 2mf. L1 ED 285 977
Videotape Recorders
Utilization of New Technologies to Improve Instruction for Limited English Proficient Adults.
143p. 2mf. L1 ED 285 977
Videotape Recordings
Video Vision. A Publication on Instructional Television, Video Production, and Distance Learning.
70p. 1mf. L1 ED 286 468
Vietnamese People
Vietnamese Cross-Cultural Adjustment.
7p. 1mf. L1 ED 286 977
Vignettes
Innovative Methods for Collecting and Analyzing Qualitative Data: Vignettes and Pre-Structured Cases.
17p. 1mf. L1 ED 286 924
Violence
Administrative Responses to Campus Violence.
20p. 1mf. L1 ED 286 082
Effects of Television on Children. Foundation for Child and Youth Studies Selected Papers Number 47.
21p. 1mf. L1 ED 286 577
Reading on Television?
16p. 1mf. L1 ED 286 490
When Love Really Hurts: Dating Violence Curriculum.
92p. 1mf. L1 ED 286 120
Virginia
Beginning Teacher Assistance Program. Questions and Answers about the Assessment and Assistance Components.
24p. 1mf. L1 ED 286 851
Beginning Teacher's Handbook.
191p. 2mf. L1 ED 286 852
Vision
Relation of Infant Vision to Early Cognitive and Language Status.
50p. 1mf. L1 ED 286 294
Visual Impairments
Interagency Cooperation for Teacher Training.
14p. 1mf. L1 ED 286 304
Modified Optacon: Towards an Educational Program.
8p. 1mf. L1 ED 286 326
Relation of Infant Vision to Early Cognitive and Language Status.
50p. 1mf. L1 ED 286 294
Visual Learning
Analytic Study of the Efficacy of Black-and-White Pictorial Instruction on Achievement.
19p. 1mf. L1 ED 286 252
Asymmetries in the Control of Saccadic Eye Movements to Bifurcating Targets.
22p. 1mf. L1 ED 286 905
Visual Measures
Asymmetries in the Control of Saccadic Eye Movements to Bifurcating Targets.
22p. 1mf. L1 ED 286 905
Vitamins
Using Nutrition Against Aging and Degenerative Disease.
72p. 1mf. L1 ED 286 855
Vocabulary Development
Juegos, Canciones, Poemas y Adivinanzas (Games, Songs, Poems and Riddles).
70p. 1mf. L1 ED 286 693
Vocational Adjustment
Technology and Employment. Innovation and Growth in the U.S. Economy.
238p. 3mf. L2 ED 286 063
Vocational Education
Adjustments Needed in Vocational Agriculture Programs To Meet the Employment Needs of the Food and Fiber System in the Next Decade. A Position Paper.
7p. 1mf. L1 ED 286 031
Applied Academics. Applied Mathematics: Carpentry. Curriculum Bulletin VE-36.
160p. 2mf. L2 ED 286 748
Articulation Model for Advanced Placement of Students in Technical Colleges.
18p. 1mf. L1 ED 286 028
Business-Industry Involvement in Vocational-Technical Education at the Local Level.
37p. 1mf. L1 ED 286 076
Career Planning/Readiness Program for Single Parents and Homemakers. Final Report, from July 1, 1986 to June 30, 1987.
52p. 1mf. L1 ED 285 989
Handbook on Mainstreaming Handicapped Students in Vocational Education. Second Edition.
33p. 1mf. L1 ED 286 079
Into the Twenty-First Century: Comprehensive Planning for Secondary Vocational Education in New Jersey.
45p. 1mf. L1 ED 286 064
Needs Assessment Study of Vocational, Technical, and High Skills Education Programs 1986-1987.
141p. 2mf. L1 ED 286 065
Organized Labor Involvement in Vocational-Technical Education at the Local Level.
37p. 1mf. L1 ED 286 077
Report of the Proceedings of the Conference on the Future World of Work (St. Louis, Missouri, October 12, 1984).
92p. 1mf. L1 ED 285 984
Role of Supervisors of Agricultural Education in Educating Society about Agriculture. A Position Paper.
8p. 1mf. L1 ED 286 032
Sex Equity Linkage and Coordination. Final Report from 7/1/86 to 6/30/87.
82p. 1mf. L1 ED 285 992
Some Outcomes of an Employment-Oriented Post-Secondary Training Program for Educably Mentally Handicapped Adults.
28p. 1mf. L1 ED 286 069
South Carolina Administrative Provisions for Vocational Education. Fiscal Year 1988.
108p. 2mf. L1 ED 286 073
Strengthening Academics in Vocational-Technical Education in Ohio.
32p. 1mf. L1 ED 286 078
Vocational Agriculture: A Unique Program That Should Be Retained. A Position Paper.
12p. 1mf. L1 ED 286 030
Vocational Education Teachers
Factors Influencing Vocational Teachers' Mid-Life Career Decisions.
17p. 1mf. L1 ED 286 035
Missouri LINC Assistive Device Service.
5p. 1mf. L1 ED 286 321
Outline of Vocational-Technical Teacher Training in China. Country Paper--People's Republic of China.
8p. 1mf. L1 ED 285 971
Strengthening Vocational Teacher Education in Jamaica: An Example of Incremental, Institution Development.
17p. 1mf. L1 ED 286 840
Vocational English (S
Bilingual Microcomputer Business Skills Course. Vol. II. Joint Lesson 8-14.
323p. 4mf. L1 ED 286 024
Bilingual Microcomputer Business Skills Course. Vol. I. Joint Lesson 1-7.
387p. 5mf. L1 ED 286 023
Vocational English (Second Language)
Bilingual Microcomputer Business Skills Course. Vol. III. Joint Lesson 15-19.
221p. 3mf. L1 ED 286 025
Vocational Ethics
Report of the Proceedings of the Conference on the Future World of Work (St. Louis, Missouri, October 12, 1984).
92p. 1mf. L1 ED 285 984
Vocational Evaluation
Handbook on Mainstreaming Handicapped Students in Vocational Education. Second Edition.
33p. 1mf. L1 ED 286 079
Relationship between Self-Estimates of Vocational Interests and Inventory Scores.
63p. 1mf. L1 ED 286 029
Vocational Followup
Secondary Student and Employer Follow-up. 1986 Sample Survey Report. Vocational Education Research.
208p. 3mf. L1 ED 286 006
Vocational Interests
"Student-Based" Catalog and Career Decision Guide.
219p. 3mf. L1 ED 286 541
Interest Inventory Interpretation: Some Suggestions and Cautions.
11p. 1mf. L1 ED 286 925
Relationship between Self-Estimates of Vocational Interests and Inventory Scores.
63p. 1mf. L1 ED 286 029
Vocational Maturity
Career Indecision.
20p. 1mf. L1 ED 286 143
Vocational Rehabilitation
Bridging the Technological Gap.
7p. 1mf. L1 ED 286 323
Using Multiple Databases in Rehabilitation Operations.
7p. 1mf. L1 ED 286 329
Vocational Schools
Sex Equity Linkage and Coordination. Final Report from 7/1/86 to 6/30/87.
82p. 1mf. L1 ED 285 992
Volleyball
Contextual Effects in an Educational Setting: An Example of Level Three Research.
19p. 1mf. L1 ED 286 832
Volunteer Training
Malawi 1984 Final Training Report. Volume I: Administrative Summary. Volume II: Details of Sessions and Experiences.
280p. 3mf. L1 ED 285 968
Vowels
Some Aspects of Meitei Phonology.
24p. 1mf. L1 ED 286 374
Waiting Lists
Effectiveness of Immediate versus Delayed Cognitive-Behavioral Treatment of Depression.
19p. 1mf. L1 ED 286 135
Washington
Child Day Care Health Handbook.
86p. 1mf. L1 ED 286 617
Washington (Seattle)
Day Care Infection Control Protocol.
91p. mf. L3 ED 286 650
Waste Disposal
Michigan Household Hazardous Substance Handbook.
145p. 2mf. L1 ED 286 717
Waste Water
Advanced Waste Treatment. A Field Study Training Program.
603p. 7mf. L2 ED 286 743
Industrial Waste Treatment. A Field Study Training Program.
645p. 7mf. L2 ED 286 742
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources materials. Supplement 31, 1987.
176p. 2mf. L1 ED 286 755
Water
Activities and Things. Book A.
36p. 1mf. L1 ED 286 727
Activity Book. Book B.
36p. 1mf. L1 ED 286 728
Water Pollution
Acid Rain. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 763
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources materials. Supplement 31, 1987.
176p. 2mf. L1 ED 286 755
Water Quality
Acid Rain. LC Science Tracer Bullet.
13p. 1mf. L1 ED 286 763
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources materials. Supplement 31, 1987.
176p. 2mf. L1 ED 286 755
Water Resources
Activities and Things. Book A.
36p. 1mf. L1 ED 286 727
Activity Book. Book B.
36p. 1mf. L1 ED 286 728
Intergovernmental Oceanographic Commission. Reports of Governing and Major Subsidiary Bodies. Fourteenth Session of the Assembly (Paris, 17 March-1 April 1987).
201p. 3mf. L2 ED 286 747
Water Treatment
Advanced Waste Treatment. A Field Study Training Program.
603p. 7mf. L2 ED 286 743
Industrial Waste Treatment. A Field Study Training Program.
645p. 7mf. L2 ED 286 742
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources materials. Supplement 31, 1987.
176p. 2mf. L1 ED 286 755
Watergate
Watergate: A Teaching Unit. Curriculum Project Report No. 4040. Experimental Edition.
75p. 1mf. L2 ED 286 813
Watson Glaser Critical Thinking Appraisal
Effects of CEDA and NDT Debate Training on Critical Thinking Ability.
19p. 1mf. L1 ED 286 228
Wayne State University MI
Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors, August 1, 1986-July 31, 1988.
129p. 2mf. L1 ED 286 440
Wechsler Intelligence Scale for Children (R
Investigation of the Otis-Lennon School Ability Test to Predict WISC-R Full Scale IQ for Referred Children.
15p. 1mf. L1 ED 286 883
Weekend Programs
Select Program in Science and Engineering, SPISE and SPISE-EXTENDED. Ninth Annual Report 1986-1987.
37p. 1mf. L1 ED 286 738
Welfare Recipients
Aid to Families with Dependent Children Program in Wisconsin: Staff Brief 86-15.
47p. 1mf. L1 ED 286 975
America's Welfare Population: Who Gets What? Population Trends and Public Policy Report No. 13.
21p. 1mf. L1 ED 286 970
Welfare Eligibility: Deficit Reduction Act Income Verification Issues. Fact Sheet for the Ranking Minority Member, Subcommittee on Oversight of Government Management, Committee on Governmental Affairs, United States Senate.
97p. 2mf. L1 ED 286 990
Welfare Services
Aid to Families with Dependent Children Program in Wisconsin: Staff Brief 86-15.
47p. 1mf. L1 ED 286 975
America's Welfare Population: Who Gets What? Population Trends and Public Policy Report No. 13.
21p. 1mf. L1 ED 286 970
Food Stamp Program: Results of the Simplified Application Demonstration Project. Report to the Chairman, Committee on Agriculture, Nutrition, and Forestry, U.S. Senate.
22p. 1mf. L1 ED 286 989
Poverty, Income Distribution, the Family and Public Policy: A Study Prepared for the Use of the Subcommittee on Trade, Productivity, and Economic Growth of the Joint Economic Committee, Congress of the United States, 99th Congress, 2nd Session.
133p. 2mf. L1 ED 286 988
Welfare Eligibility: Deficit Reduction Act Income Verification Issues. Fact Sheet for the Ranking Minority Member, Subcommittee on Oversight of Government Management, Committee on Governmental Affairs, United States Senate.
97p. 2mf. L1 ED 286 990
Well Being
Cancer Prevention Programs in the Workplace. WBGH Worksite Wellness Series.
68p. 1mf. L2 ED 286 009
Developing Healthy Companies through Human Resources Management. WBGH Worksite Wellness Series.
66p. 1mf. L2 ED 286 012
Employees as Leaders/Decision-Makers in Worksite Wellness Programs. WBGH Worksite Wellness Series.
62p. 1mf. L2 ED 286 011
Nutrition Programs in the Workplace. WBGH Worksite Wellness Series.
42p. 1mf. L2 ED 286 014
Physical Fitness Programs in the Workplace. WBGH Worksite Wellness Series.
55p. 1mf. L2 ED 286 016
Preventing Alcohol and Drug Abuse through Programs at the Workplace. WBGH Worksite Wellness Series.
53p. 1mf. L2 ED 286 010
Promoting Prenatal Health in the Workplace. WBGH Worksite Wellness Series.
41p. 1mf. L2 ED 286 017
Reducing Smoking at the Workplace. WBGH Worksite Wellness Series.
37p. 1mf. L2 ED 286 020
Safety Belt Programs at the Workplace. WBGH Worksite Wellness Series.
54p. 1mf. L2 ED 286 018
Using Incentives To Promote Employee Health. WBGH Worksite Wellness Series.
44p. 1mf. L2 ED 286 013
Wellness for Older Workers and Retirees. WBGH Worksite Wellness Series.
70p. 1mf. L2 ED 286 015
Wellness in Small Businesses. WBGH Worksite Wellness Series.
21p. 1mf. L2 ED 286 019
Wellness Programs
Cancer Prevention Programs in the Workplace. WBGH Worksite Wellness Series.
68p. 1mf. L2 ED 286 009
Developing Healthy Companies through Human Resources Management. WBGH Worksite Wellness Series.
66p. 1mf. L2 ED 286 012
Employees as Leaders/Decision-Makers in Worksite Wellness Programs. WBGH Worksite Wellness Series.
62p. 1mf. L2 ED 286 011
Health Promotion and the Labor Union Movement. WBGH Worksite Wellness Series.
34p. 1mf. L2 ED 286 022
Nutrition Programs in the Workplace. WBGH Worksite Wellness Series.
42p. 1mf. L2 ED 286 014
Physical Fitness Programs in the Workplace. WBGH Worksite Wellness Series.
55p. 1mf. L2 ED 286 016
Preventing Alcohol and Drug Abuse through Programs at the Workplace. WBGH Worksite Wellness Series.
53p. 1mf. L2 ED 286 010
Promoting Prenatal Health in the Workplace. WBGH Worksite Wellness Series.
41p. 1mf. L2 ED 286 017
Reducing Smoking at the Workplace. WBGH Worksite Wellness Series.
37p. 1mf. L2 ED 286 020
Safety Belt Programs at the Workplace. WBGH Worksite Wellness Series.
54p. 1mf. L2 ED 286 018
Stress Management in the Workplace. WBGH Worksite Wellness Series.
38p. 1mf. L2 ED 286 021
Using Incentives To Promote Employee Health. WBGH Worksite Wellness Series.
44p. 1mf. L2 ED 286 013
Wellness for Older Workers and Retirees. WBGH Worksite Wellness Series.
70p. 1mf. L2 ED 286 015
Wellness in Small Businesses. WBGH Worksite Wellness Series.
21p. 1mf. L2 ED 286 019
Wentworth Institute of Technology MA
Wentworth Institute of Technology Factbook. Issue #7.
80p. 1mf. L1 ED 286 545
West Germany
Bergsteigen in den Alpen (Mountain Climbing in the Alps).
6p. 1mf. L1 ED 286 358
Deutscher Fussball (German Football).
6p. 1mf. L1 ED 286 359
Driver Training in the Federal Republic of Germany. Support Material and Test Pamphlets.
87p. 1mf. L1 ED 286 363
Gender Gap in Attitudes toward Peace.
15p. 1mf. L1 ED 286 091
Selected Results of a Cross-Sectional/Longitudinal Research on Sex-Role Development in German Children.
49p. 1mf. L1 ED 286 611
West Germany (Munich)
Ihr Ticket fur Munchen (Your Ticket to Munich).
21p. 1mf. L1 ED 286 357
Schools, Space and Social Policy: Educational Provision for the Children of Migrant Workers in Munich. International Monographs in Community and Educational Policy Studies.
47p. mf. L3 ED 286 662
Western Oregon State College
Agreement between Western Oregon State College Federation of Teachers and Western Oregon State College, July 1, 1985-June 30, 1987.
33p. 1mf. L1 ED 286 451
White Students
Changes in Achievement Levels and Attendance in Postsecondary Schools: A Technical Note.
14p. 1mf. L1 ED 286 407
Noncognitive Variables in Predicting Counseling Center Use by Race.
25p. 1mf. L1 ED 286 106
White Presence at Traditionally Black Public Colleges and Universities: A Synopsis, 1837-1980.
31p. 1mf. L1 ED 286 403
Whole Language Approach
Reading Process and Practice: From Socio-Psycholinguistics to Whole Language.
483p. mf. L3 ED 286 157
Widowed
Identifying Anglo, Mexican American and American Indian Respondents for a Study of Recent Widows: Suggestions for Future Researchers. Working Paper No. 23.
19p. 1mf. L1 ED 286 668
Wilson (August)
From South to North U.S.A.: The Afro-American Immigrant Experience in the Plays of August Wilson.
17p. 1mf. L1 ED 286 783
Wisconsin
Aid to Families with Dependent Children Program in Wisconsin: Staff Brief 86-15.
47p. 1mf. L1 ED 286 975
School Library Media Programs: A Resource and Planning Guide. Bulletin No. 7368.
89p. 1mf. L1 ED 286 529
Women Faculty
Reflections on the Status of Women Faculty: Part-Timers in Baccalaureate Nursing Programs.
20p. 1mf. L1 ED 286 411
Womens Athletics
On Campus with Women. Spring 1987 and Summer 1987.
26p. 1mf. L1 ED 286 408
Womens Education
On Campus with Women. Spring 1987 and Summer 1987.
26p. 1mf. L1 ED 286 408
Practice of Feminist Teaching: A Case Study of Interactions among Curriculum, Pedagogy, and Female Cognitive Development. Working Paper No. 144.
69p. 1mf. L2 ED 286 880
Second Phase of an Experimental Project To Help Single Parents and Displaced Homemakers with Their Attitudinal, Behavioral Changes and Vocational Guidance. Final Report from September 9, 1986 to June 30, 1987.
31p. 1mf. L1 ED 285 991
Single Parents or Homemakers. Individualized Career Oriented Program for Equity (I.C.O.P.E.). Final Report from July 1, 1986 to June 30, 1987.
80p. 1mf. L1 ED 285 993
Single Parents/Displaced Homemakers: Balancing Family Living, Education and Employment. Final Report from 7/01/86 to 6/30/87.
27p. 1mf. L1 ED 285 994
Vocational Education Support for Single Parents and Homemakers. Final Report from 7/1/86 - 6/30/87.
181p. 2mf. L1 ED 285 997
Womens Educational Equity Act
On Campus with Women. Spring 1987 and Summer 1987.
26p. 1mf. L1 ED 286 408
Womens Studies
"Other Voices" in Contemporary Ethical Dilemmas: The Value of the New Scholarship on Women in the Teaching of Ethics.
34p. 1mf. L1 ED 286 781
Nonsexist Curriculum Development: Theory into Practice. The Handbook of the Curriculum Design Project at the University of Colorado, Boulder.
132p. 2mf. L1 ED 286 773
Sources for Women's History in the Microtext Department of the Sterling C. Evans Library at Texas A&M University. Volume I and Volume II.
83p. 1mf. L1 ED 286 530
Word Order
Interfaces. Working Papers in Linguistics No. 32.
167p. 2mf. L1 ED 286 380
Word Processing
Effect of Typing Skill on Using a Word Processor for Composition.
21p. 1mf. L1 ED 286 465
Going beyond Word Processing: A Survey of Computer-Based Approaches for Writing Instruction.
21p. 1mf. L1 ED 286 186
Using the Appleworks Word Processor (A Self-Paced Manual).
27p. 1mf. L1 ED 286 477
Using Word Processors in High School and College Writing Instruction: A Critical Review of Current Literature.
16p. 1mf. L1 ED 286 203
Working with Computers: Computer Orientation for Foreign Students.
304p. 4mf. L2 ED 286 478
Word Study Skills
Word Study: A Problem-Solving Strategy for Reading Comprehension. Postsecondary Intervention Model for Learning Disabilities. Study Manual #2.
21p. 1mf. L1 ED 286 309
Work Attitudes
Health Care Marketing: Opinions of Providers. North Dakota Economic Studies, Number 46.
91p. 1mf. L1 ED 286 119
Technological Innovation and Strategic Human Resource Management: Developing a Theory.
38p. 1mf. L1 ED 286 100
Work Environment
Developing Healthy Companies through Human Resources Management. WBGH Worksite Wellness Series.
66p. 1mf. L2 ED 286 012
Work Experi
Summer Training and Education Program (STEP): The Experience of Hispanic Participants in the Summer of 1985.
58p. 1mf. L2 ED 286 697
Work Experience
Male-Female Differences in Work Experience, Occupation, and Earnings: 1984. Data from the Survey of Income and Program Participation.
49p. 1mf. L1 ED 286 070

Work Experience Programs
Alternative Education and Employment Preparation for Youth. The Eidos Program.
38p. 1mf. L1 ED 286 045
Some Outcomes of an Employment-Oriented Post-Secondary Training Program for Educably Mentally Handicapped Adults.
28p. 1mf. L1 ED 286 069

Workbooks
Applying Automation to Investigations of Child Abuse. Impact Evaluation Report on the Case Decision Project (September 1, 1984, to August 31, 1986).
225p. 3mf. L1 ED 286 592
Pashto Basic Course. Workbook Tapescripts, Units 1-7.
62p. 1mf. L1 ED 286 350
Pashto Basic Course. Workbook, Units 1-7.
300p. 4mf. L1 ED 286 349

Workshops
Creating Least Restrictive Learning Environments: A Guide for Mainstreaming. Curriculum Bulletin, 1977-78 Series, No. 10.
179p. 2mf. L2 ED 286 336
Non-Credit Instructional Activities July 1, 1986 through December 31, 1986 with Trend Information from 1983. State University of New York. Office of Institutional Research Report No. 20-87A.
440p. 5mf. L1 ED 286 412
Working with Single-Parent Families: A Manual for Conducting Workshops with Single Parents. A Facilitator's Guide.
293p. 4mf. L2 ED 286 616

World Food Day
World Food Day Curriculum, Grades K-3.
21p. 1mf. L2 ED 286 792
World Food Day Curriculum, Grades 4-7.
25p. 1mf. L2 ED 286 793
World Food Day: Curriculum, Grades 8-12.
28p. 1mf. L2 ED 286 794

World Problems
World Food Day: Curriculum, Grades 8-12.
28p. 1mf. L2 ED 286 794

Writing (Composition)
Maricopa Writing Project, Summer 1987: Project Report.
11p. 1mf. L1 ED 286 565
Note on the Rise of the Corporate Mind in Composition Teaching. Revised.
10p. 1mf. L2 ED 286 207
Student Outcomes Study. Year One, Final Report.
156p. 2mf. L1 ED 286 566
Working with Computers: Computer Orientation for Foreign Students.
304p. 4mf. L2 ED 286 478
Writing: The Research Paper. Postsecondary Intervention Model for Learning Disabilities. Study Manual #3.
17p. 1mf. L1 ED 286 310

Writing Across the Curriculum
Maricopa Writing Project, Summer 1987: Project Report.
11p. 1mf. L1 ED 286 565

Writing Apprehension
Basic Writing: Breaking through the Barriers of Apathy and Fear.
13p. 1mf. L1 ED 286 202

Writing Attitudes
Increasing Fifth Grade Students' Writing Skills through the Use of Process Writing.
91p. 1mf. L1 ED 286 206
Politics of Peer Review in a Nonacademic Setting.
14p. 1mf. L1 ED 286 209

Writing Development
Portland Writing Project in the Portland Public Schools, Evaluation Report, 1986-87.
34p. 1mf. L1 ED 286 187

Writing Difficulties
Basic Writing: Breaking through the Barriers of Apathy and Fear.
13p. 1mf. L1 ED 286 202

Writing Evaluation
Assessing Writing Skill. Research Monograph No. 11.
138p. 2mf. L2 ED 286 920
Buddy System: A Step toward More Reliable Grading.
13p. 1mf. L1 ED 286 201
Dealing with Feelings and A District-Wide Writing Assessment.
11p. 1mf. L1 ED 286 192
Effects of Time Limits on the Quality of Student-Written Essays. Revised.
20p. 1mf. L1 ED 286 936
Glimpse into the Thinking of Young New Zealanders.
17p. 1mf. L1 ED 286 195
Grade 12 Diploma Examinations Program Bulletin. English 30 & English 33. 1987-88 School Year.
58p. 1mf. L1 ED 286 199
Politics of Peer Review in a Nonacademic Setting.
14p. 1mf. L1 ED 286 209
Student Performance across the Domain of School Writing.
16p. 1mf. L1 ED 286 194

Writing Exercises
Five Lines for Sixth Grade. (A Lesson Model for Teaching the Writing of the Cinquain Poem to Sixth Grade Students.).
9p. 1mf. L1 ED 286 179
Talking into Writing: Exercises for Basic Writers.
69p. 1mf. L1 ED 286 200

Writing Improvement
Activating Latent Writing Strategies.
15p. 1mf. L1 ED 286 185
Increasing Fifth Grade Students' Writing Skills through the Use of Process Writing.
91p. 1mf. L1 ED 286 206

Writing Instruction
Basic Writing: Breaking through the Barriers of Apathy and Fear.
13p. 1mf. L1 ED 286 202
Buddy System: A Step toward More Reliable Grading.
13p. 1mf. L1 ED 286 201
Dealing with Feelings and A District-Wide Writing Assessment.
11p. 1mf. L1 ED 286 192
Eliot's "Cats" and a CATalog of Language Arts Activities.
10p. 1mf. L1 ED 286 211
Entering a Discourse Community: Writing as a Mode of Learning in a Content Course.
21p. 1mf. L1 ED 286 210
Five Lines for Sixth Grade. (A Lesson Model for Teaching the Writing of the Cinquain Poem to Sixth Grade Students.).
9p. 1mf. L1 ED 286 179
Going beyond Word Processing: A Survey of Computer-Based Approaches for Writing Instruction.
21p. 1mf. L1 ED 286 186
How Writing Shapes Thinking: A Study of Teaching and Learning. NCTE Research Report No. 22.
173p. 2mf. L1 ED 286 205
Increasing Fifth Grade Students' Writing Skills through the Use of Process Writing.
91p. 1mf. L1 ED 286 206
Integrating Reading and Writing Instruction at the Primary Level.
12p. 1mf. L1 ED 286 158
Job Corps GED Competencies Program Guide. ETA Handbook No. 324.
494p. 6mf. L1 ED 286 005
Learning Disabled College Writers Project, Evaluation Report, 1985-86.
80p. 1mf. L1 ED 286 188
Literacy and Locality.
74p. 1mf. L1 ED 286 193
L1 Writing for ESOL Composition.
11p. 1mf. L1 ED 286 351
Maricopa Writing Project, Summer 1987: Project Report.
11p. 1mf. L1 ED 286 565
Note on the Rise of the Corporate Mind in Composition Teaching. Revised.
10p. 1mf. L2 ED 286 207
Portland Writing Project in the Portland Public Schools, Evaluation Report, 1986-87.
34p. 1mf. L1 ED 286 187
Speech and Technical Writing: A Combined Approach.
16p. 1mf. L1 ED 286 227
Talking into Writing: Exercises for Basic Writers.
69p. 1mf. L1 ED 286 200
Teaching Composition: Twelve Bibliographical Essays. Revised and Enlarged Edition.
434p. mf. L3 ED 286 190
Teaching Logical Organization of Ideas in English.
19p. 1mf. L1 ED 286 364
Territory of Language: Linguistics, Stylistics, and the Teaching of Composition.
389p. mf. L3 ED 286 191
Using Word Processors in High School and College Writing Instruction: A Critical Review of Current Literature.
16p. 1mf. L1 ED 286 203
Whole Language: Not the Sum of Its Parts.
16p. 1mf. L1 ED 286 181
Writing Instruction in Colleges and Universities: A Survey from 1975-76 to 1985-86.
20p. 1mf. L1 ED 286 180

Writing Processes
Examination of Expressive Functions in a Constructivist Model of Written Composing.
50p. 1mf. L1 ED 286 172
Increasing Fifth Grade Students' Writing Skills through the Use of Process Writing.
91p. 1mf. L1 ED 286 206
Speech and Technical Writing: A Combined Approach.
16p. 1mf. L1 ED 286 227
Whole Language: Not the Sum of Its Parts.
16p. 1mf. L1 ED 286 181

Writing Readiness
Integrating Reading and Writing Instruction at the Primary Level.
12p. 1mf. L1 ED 286 158

Writing Research
Teaching Composition: Twelve Bibliographical Essays. Revised and Enlarged Edition.
434p. mf. L3 ED 286 190

Writing Skills
Activating Latent Writing Strategies.
15p. 1mf. L1 ED 286 185
Effect of Typing Skill on Using a Word Processor for Composition.
21p. 1mf. L1 ED 286 465
Glimpse into the Thinking of Young New Zealanders.
17p. 1mf. L1 ED 286 195
Grade 12 Diploma Examinations Program Bulletin. English 30 & English 33. 1987-88 School Year.
58p. 1mf. L1 ED 286 199
Grade 6 English Language Arts Student Achievement Testing Program Bulletin. 1987-88 School Year.
39p. 1mf. L1 ED 286 196
Hollywood Films as a Teaching Tool.
6p. 1mf. L1 ED 286 815
Student Assessment: Literacy. ERIC Digest.
3p. 1mf. L1 ED 286 554
Student Performance across the Domain of School Writing.
16p. 1mf. L1 ED 286 194

Writing Tasks
Student Performance across the Domain of School Writing.
16p. 1mf. L1 ED 286 194

Writing to Learn
From Self to World: An Exploratory Approach to Writing across the Curriculum.
36p. 1mf. L1 ED 286 208

Written Language
Pashto Basic Course. Writing Manual to Accompany Units 3-7.
299p. 4mf. L1 ED 286 344

Wyatt v Stickney
Wyatt v. Stickney: A Consent Decree.
23p. 1mf. L1 ED 286 314

Xavier University of Louisiana
Predictors of Organic Chemistry Grades for Black Americans.
21p. 1mf. L1 ED 286 974

Young Adults
Humor Assessment: From May to December.
21p. 1mf. L1 ED 286 093
Workplace Literacy. Essays from the Model Literacy Project.
374p. 4mf. L1 ED 286 068

Young Children
Children Come First.
17p. 1mf. L1 ED 286 652
Fantasy, Lies and Imaginary Companions. Foundation for Child and Youth Studies Selected Papers Number 45.
22p. 1mf. L1 ED 286 580
Home Environment Factors as Predictors of Child Adjustment in Mother-Employed Households: Results of a Nationwide Study.
26p. 1mf. L1 ED 286 581
Infancy to Age Five: Predicting Fathers' Involvement.
14p. 1mf. L1 ED 286 612
Working Parents' Expectations and Perceptions of Their Young Children.
13p. 1mf. L1 ED 286 615

Youngstown State University OH
Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association, 1986-1989.
66p. 1mf. L1 ED 286 447

Youth
Annual Statistical Report, Program Operations 1986. New York State Division for Youth.
143p. 2mf. L1 ED 286 962
Race Relations and Adolescents: Coping with New Realities. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
106p. 2mf. L1 ED 286 957

Youth Opportunities
Utilizing Available Resources at the Local Level. Fact Sheet.
4p. 1mf. L1 ED 286 702

Youth Problems
Preparing for Life: The Critical Transition of Adolescence.
14p. 1mf. L1 ED 286 587

4 H Clubs
Keeping Healthy During Stressful Times. A Guide for 4-H Community Club Leaders.
15p. 1mf. L1 ED 286 095

4 H Programs
Caring: A Guide for 4-H Leaders and 4-H Club Members in 4-H Community Development Projects.
101p. 2mf. L2 ED 286 641

ACTION, Washington, D.C. Volunteers in Service to America.
Literacy Action. A Resource Book for Colleges and Universities. First Edition.
217p. 3mf. L1 ED 286 040
Adam Mickiewicz Univ. in Poznan (Poland).
Papers and Studies in Contrastive Linguistics. Volume Twenty.
169p. 2mf. L1 ED 286 369
Adia Personnel Services, Menlo Park, CA.
Child Care and the Clerical Workforce: 85/86 National Survey.
25p. 1mf. L1 ED 286 609
Agency for Instructional Technology, Bloomington, IN.
America Past. Teacher's Guide. Sixteen 15-Minute Programs on the Social History of the United States for High School Students.
51p. 1mf. L2 ED 286 819
U.S. Constitution. A Teacher's Guide. Six 30-Minute Video Programs for Junior High and High School Students.
47p. 1mf. L2 ED 286 820
Agency for International Development (IDCA), Washington, DC.
INSA Hand Puppet Training Manual: Involving U.S. Citizens in a Puppetmaking Project To Enhance the Use of Educational Puppet Theater in Developing Nations.
58p. 1mf. L2 ED 286 788
Air Force Human Resources Lab., Brooks AFB, Texas.
Asymmetries in the Control of Saccadic Eye Movements to Bifurcating Targets.
22p. 1mf. L1 ED 286 905
Alaska State Dept. of Education, Juneau.
Criteria for Excellence for School Library Programs.
11p. 1mf. L1 ED 286 504
Alaska Univ., Fairbanks.
Statistical Abstract, 1986.
250p. 3mf. L1 ED 286 399
Alberta Dept. of Education, Edmonton.
Essential Concepts, Skills and Attitudes for Grade 12. Second Draft.
26p. 1mf. L1 ED 286 869
Grade 12 Diploma Examinations Program Bulletin. English 30 & English 33. 1987-88 School Year.
58p. 1mf. L1 ED 286 199
Grade 6 English Language Arts Curriculum Specifications.
9p. 1mf. L1 ED 286 197
Grade 6 English Language Arts Student Achievement Testing Program Bulletin. 1987-88 School Year.
39p. 1mf. L1 ED 286 196
Junior High Language Arts Curriculum Guide.
159p. 2mf. L1 ED 286 198
Native Library Resources for Elementary, Junior and Senior High Schools.
69p. 1mf. L1 ED 286 663
Alberta Dept. of Education, Edmonton. Curriculum Branch.
Health and Personal Life Skills 1987 Curriculum: Junior High School Teacher Resource Manual.
231p. 3mf. L1 ED 286 126
Alberta Univ., Edmonton. Dept. of Educational Psychology.
Ecological Inventory Exemplars.
200p. 3mf. L2 ED 286 295
Albuquerque Public Schools, N. Mex.
Join-A-School Survey: District Summary Report.
38p. 1mf. L1 ED 286 886
Student Assistance Program Sandia High School 1985-86 Report.
28p. 1mf. L1 ED 286 080
Altrusa International Foundation, Inc., Chicago, IL.
Literacy Needs Assessment or LNA. A Tool for Assessing the Literacy Needs of a Local Community.
29p. 1mf. L1 ED 285 973
American Association for Higher Education, Washington, D.C.
College Trustee Study machine-readable data file .
28p. 1mf. L3 ED 286 457
American Association of Colleges of Nursing, Washington, D.C.
Essentials of College and University Education for Professional Nursing. Final Report.
34p. 1mf. L1 ED 286 391
Report on Salaries of Administrative Nursing Faculty, Excluding Deans, in Colleges and Universities. Institutional Data Series 86-4.
41p. 1mf. L1 ED 286 392
American Association of Teachers of German.
Dr. Winkelmann Stories. Parts 1-6.
75p. 1mf. L2 ED 286 355
Bergsteigen in den Alpen (Mountain Climbing in the Alps).
6p. 1mf. L1 ED 286 358
Deutscher Fussball (German Football).
6p. 1mf. L1 ED 286 359
Driver Training in the Federal Republic of Germany. Support Material and Test Pamphlets.
87p. 1mf. L1 ED 286 363
Ein Ungluck Kommt Selten Allein (When It Rains, It Pours): Six Amusing Illustrations to Stimulate Classroom Conversation.
15p. 1mf. L1 ED 286 360
Ihr Ticket fur Munchen (Your Ticket to Munich).
21p. 1mf. L1 ED 286 357
Mahlzeit! (Enjoy Your Meal!) German Table Manners, Menus, and Eating Establishments.
19p. 1mf. L1 ED 286 356
Visitors Abroad.
9p. 1mf. L1 ED 286 361
Volkstanze (Folk Dances).
27p. 1mf. L2 ED 286 362
American Association of Univ. Professors, Washington, D.C.
Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors, August 1, 1986-July 31, 1988.
129p. 2mf. L1 ED 286 440
Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for The Connecticut State University, 1984-1987.
84p. 1mf. L2 ED 286 452
American Camping Association, Martinsville, Ind.
Celebrations: American Camping Association Annual Report 1986.
17p. 1mf. L1 ED 286 670
American Chemical Society, Washington, D.C.
Chemical Demonstrations: A Sourcebook for Teachers. Volume 2.
223p. 3mf. L2 ED 286 723
Chemical Demonstrations: A Sourcebook for Teachers. Volume 1.
186p. 2mf. L2 ED 286 722
American Council on Consumer Interests, Columbia, Mo.
American Council on Consumer Interests Annual Conference Proceedings (33rd, Denver, Colorado, April 1-4, 1987).
425p. 5mf. L2 ED 286 052
American Council on Education, Washington, D.C.
Alumni Continuing Education.
311p. mf. L3 ED 286 397
Towards a National Policy for Undergraduate Science Education: With the Recommendations of the National Higher Education Associations' Task Force. ACE Special Report.
30p. 1mf. L1 ED 286 384
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
Higher Education Today: Facts in Brief.
60p. 1mf. L2 ED 286 390
American Council on Education, Washington, D.C. Higher Education Panel.
Campus Trends, 1987. Higher Education Panel Report Number 75.
52p. 1mf. L1 ED 286 402
American Federation of Teachers, Washington, D.C.
Agreement between the Rhode Island Board of Governors and Rhode Island College Chapter of the American Federation of Teachers AFL/CIO Local #1819, 1985-87.
92p. 1mf. L1 ED 286 441
Agreement between The State of New Jersey and the Council of New Jersey State College Locals (New Jersey State College System), NJSFT, AFT, AFL-CIO, July 1, 1986-June 30, 1989.
72p. 1mf. L2 ED 286 446
Collective Bargaining Agreement between Portland State University Faculty Association, Local 3571, American Federation of Teachers, AFL-CIO, and Portland State University, October 18, 1985-June 30, 1987.
28p. 1mf. L2 ED 286 456
Collective Bargaining Agreement between Western Montana College Faculty Association (Local 4323, MFT, AFT, AFL-CIO) and the Board of Regents of Higher Education, Montana University System, July 1, 1985-June 30, 1987.
75p. 1mf. L1 ED 286 454
Memorandum of Understanding between University of California and University Council, American Federation of Teachers, Non-Senate Instructional Unit, July 1 1986-June 30, 1988.
90p. 1mf. L2 ED 286 453
Amityville Memorial High School, NY.
Amityville: An Overview.
116p. 2mf. L1 ED 286 790
Andrew W. Mellon Foundation, New York, N.Y.
Practice of Feminist Teaching: A Case Study of Interactions among Curriculum, Pedagogy, and Female Cognitive Development. Working Paper No. 144.
69p. 1mf. L2 ED 286 880
Appalachian Regional Commission, Washington, D.C.
Appalachian Regional Commission: 1986 Annual Report.
112p. 2mf. L1 ED 286 695
Apple Computer, Inc., Cupertino, CA.
Hupa Activity Book.
203p. 3mf. L1 ED 286 691
Arizona State Dept. of Education, Phoenix.
AzALL: Arizona Adult Literacy Line, 1986-1987. Final Report.
13p. 1mf. L1 ED 286 574
Videodisc Education in Adult Basic Education. A 310 Special Demonstration Project, 1986-1987. Final Report.
11p. 1mf. L1 ED 286 573
Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
ABET: Adult Basic Education Tele-teacher. A 310/Special Demonstration Project, 1986-87. Final Report.
12p. 1mf. L1 ED 286 575
Countywide Adult Basic Education Program. Final Report, 1986-1987.
9p. 1mf. L1 ED 286 572
Arizona Univ., Tucson. Southwest Inst. for Research on Women.
Identifying Anglo, Mexican American and American Indian Respondents for a Study of Recent Widows: Suggestions for Future Researchers. Working Paper No. 23.
19p. 1mf. L1 ED 286 668
Arkansas State Dept. of Education, Little Rock.
Business Ownership and Management. Arkansas Public School Course Content Guide.
35p. 1mf. L1 ED 285 979
Career Orientation. Arkansas Public School Course Content Guide.
9p. 1mf. L1 ED 285 983
Exploratory Coordinated Career Education. Arkansas Public School Course Content Guide.
12p. 1mf. L1 ED 285 978
Health Occupations. Arkansas Public School Course Content Guide.
13p. 1mf. L1 ED 285 982
Home Economics. Arkansas Public School Course Content Guide.
58p. 1mf. L1 ED 285 980
Junior High Business Education. Arkansas Public School Course Content Guide.
21p. 1mf. L1 ED 285 981
Resource Guide for Teachers and Health Providers.
245p. 3mf. L1 ED 286 694
Arlington School District No. 16, WA.
Asian American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
50p. 1mf. L2 ED 286 971
Black American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
40p. 1mf. L2 ED 286 972
Association for Media and Technology in Education in Canada, London (Ontario).
Desktop Publishing: A Sober Second Look at the Latest Local Production Fad.
15p. 1mf. L1 ED 286 521
Association for Supervision and Curriculum Development, Alexandria, Va.
Strategic Teaching and Learning: Cognitive Instruction in the Content Areas.
176p. 2mf. L2 ED 286 858
Association for the Study of Higher Education.
Formal Recognition of Employer-Sponsored Instruction: Conflict and Collegiality in Postsecondary Education. ASHE-ERIC Higher Education Report No. 3, 1987.
128p. 2mf. L1 ED 286 437
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
On Campus with Women. Spring 1987 and Summer 1987.
26p. 1mf. L1 ED 286 408
Association of Governing Boards of Universities and Colleges, Washington, D.C.
College Trustee Study machine-readable data file .
28p. 1mf. L3 ED 286 457
Association of Independent Liberal Arts Colleges for Teacher Education.
Knowledge Base: Issues for Liberal Arts Colleges. AILACTE Occasional Paper No. 7.
11p. 1mf. L1 ED 286 833
Association of Research Libraries, Washington, D.C.
NCIP: Means to an End. Minutes of the Meeting of the Association of Research Libraries (109th, Washington, D.C., October 22-23, 1986).
132p. 2mf. L1 ED 286 502
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Preservation Planning Program. Study Report. Iowa State University Library. Final Report.
48p. 1mf. L2 ED 286 503
Atlantic Richfield Foundation, Los Angeles, CA.
Origins and Outcomes: An Essay on the History of Student Aid in California. The Eureka Project: A Review of Student Financial Aid in California.
48p. 1mf. L1 ED 286 396
Auburn Univ., Ala. Dept. of Vocational and Adult Education.
Articulation Model for Advanced Placement of Students in Technical Colleges.
18p. 1mf. L1 ED 286 028
Austin Community Coll., Tex.
Utilization of New Technologies to Improve Instruction for Limited English Proficient Adults.
143p. 2mf. L1 ED 285 977
Australian Council for Educational Research, Hawthorn.
School Organization and the Quality of Schooling: A Study of Victorian Government Secondary Schools. ACER Research Monograph No. 29.
179p. 2mf. L1 ED 286 263
Australian Council for Employment and Training, Canberra.
Continuing Education Needs of Academic Staff. Full-Time TAFE College Lecturers.
88p. 1mf. L1 ED 286 061
Continuing Education Needs of Academic Staff: Senior College Staff in TAFE.
91p. 1mf. L1 ED 286 057
Baldwyn Separate School District, MS.
Dropout Prevention Model, Baldwyn High School, Baldwyn, Mississippi.
11p. 1mf. L1 ED 286 262
Boston Univ., Mass.
Collaborations for Literacy. An Intergenerational Reading Project. Tutor's Handbook.
163p. 2mf. L1 ED 285 970
Collaborations for Literacy. An Intergenerational Reading Project. Administrator's Handbook.
173p. 2mf. L1 ED 285 969
Broward County School Board, Fort Lauderdale, Fla.
Project To Increase the Awareness and Potential of Nontraditional Careers and To Eliminate Disproportionate Enrollment in Vocational Education Programs throughout the System. Final Report from July 1, 1986 to June 30, 1987.
36p. 1mf. L1 ED 285 996
Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Facilitator's Guide to Staff Training for the Rural America Series. Module XI: Community Perspectives. Research and Development Series No. 149L.
34p. 1mf. L1 ED 286 683
Facilitator's Guide to Staff Training for the Rural America Series. Module IV: Behavioral and Program Objectives. Research and Development Series No. 149E.
46p. 1mf. L1 ED 286 676
Facilitator's Guide to Staff Training for the Rural America Series. Module XIV: Case Studies. Research and Development Series No. 149O.
40p. 1mf. L1 ED 286 686
Facilitator's Guide to Staff Training for the Rural America Series. Module VII. Counseling. Research and Development Series No. 149H.
50p. 1mf. L1 ED 286 679
Facilitator's Guide to Staff Training for the Rural America Series. Module V: Resources. Research and Development Series No. 149F.
36p. 1mf. L1 ED 286 677
Facilitator's Guide to Staff Training for the Rural America Module X: Community Relations and Involvement. Research and Development Series No. 149K.
28p. 1mf. L1 ED 286 682
Facilitator's Guide to Staff Training for the Rural America Series. Module VIII: Placement. Research and Development Series No. 149I.
30p. 1mf. L1 ED 286 680
Facilitator's Guide to Staff Training for the Rural America Series. Module VI: Career Guidance Practices. Research and Development Series No. 149G.
34p. 1mf. L1 ED 286 678
Facilitator's Guide to Staff Training for the Rural America Series. Module XIII: Cooperative Agreements with Business, Industry and Labor. Research and Development Series No. 149N.
42p. 1mf. L1 ED 286 685
Facilitator's Guide to Staff Training for the Rural America Series. Module III: Needs Assessment. Research and Development Series No. 149D.
54p. 1mf. L1 ED 286 675
Facilitator's Guide to Staff Training for the Rural America Series. Module II: Initial Planning. Research and Development Series No. 149C.
52p. 1mf. L1 ED 286 674
Facilitator's Guide to Staff Training for the Rural America Series. Introduction. Research and Development Series No. 149A.
21p. 1mf. L1 ED 286 672
Facilitator's Guide to Staff Training for the Rural America Series. Module 1: Understanding the Need. Research and Development Series No. 149B.
63p. 1mf. L1 ED 286 673
Facilitator's Guide to Staff Training for the Rural America Series. Module IX: Staff Development. Research and Development Series No. 149J.
29p. 1mf. L1 ED 286 681
Facilitator's Guide to Staff Training for the Rural America Series. Appendix A: Evaluation Procedures and Multiple Day Workshop Questionnaire. Research and Development Series No. 149P.
43p. 1mf. L1 ED 286 687
Facilitator's Guide to Staff Training for the Rural America Series. Participant Materials, Modules I-XIV. Research and Development Series No. 149Q.
171p. 2mf. L1 ED 286 688
Facilitator's Guide to Staff Training for the Rural America Series. Module XII: Evaluation. Research and Development Series No. 149M.
44p. 1mf. L1 ED 286 684
Facilitator's Guide to Staff Training for the Rural America Series. Transparency Masters, Modules I-XIV. Research and Development Series No. 149R.
102p. 2mf. L1 ED 286 689
Bureau of the Census (DOC), Suitland, Md. Population Div.
Hispanic Population in the United States: March 1986 and 1987 (Advance Report).
17p. 1mf. L1 ED 286 696
Male-Female Differences in Work Experience, Occupation, and Earnings: 1984. Data from the Survey of Income and Program Participation.
49p. 1mf. L1 ED 286 070
Pensions: Worker Coverage and Retirement Income, 1984. Data from the Survey of Income and Program Participation.
38p. 1mf. L1 ED 286 071
Business Council for Effective Literacy, New York, NY.
Job-Related Basic Skills. A Guide for Planners of Employee Programs. BCEL Bulletin Issue No. 2.
46p. 1mf. L2 ED 285 974
California Association of Library Trustees and Commissioners, Petaluma.
CALTAC-WILL 1985-1986. Including CALTAC-WILL 1983-1985. Proceedings of Three Series of Regional Workshops in Library Leadership (California, 1983-1986).
85p. 1mf. L1 ED 286 509
California Community Colleges, Sacramento. Office of the Chancellor.
Course Standards Handbook.
254p. 3mf. L1 ED 286 567
Profile of EOPS: Report of the 1986-87 Operational Program Reviews.
100p. 2mf. L1 ED 286 561
Student Outcomes Study. Year One, Final Report.
156p. 2mf. L1 ED 286 566
California Conservation Corps. Sacramento.
Workplace Literacy. Essays from the Model Literacy Project.
374p. 4mf. L1 ED 286 068
California Faculty Association.
Agreement between the Board of Trustees of the California State University and the California Faculty Association, Unit 3, Faculty, July 1, 1987-June 30, 1991.
130p. 2mf. L1 ED 286 443
California Library Association, Sacramento.
Need for Librarians in California: Report on a Survey of the State's Libraries.
114p. 2mf. L1 ED 286 513
California State Dept. of Mental Health, Sacramento.
Library and Information Needs Assessment and Five Year Plan.
176p. 2mf. L1 ED 286 511
California State Library, Sacramento.
ASQ: Asking Significant Questions. Alternative Tools for Information Need and Accountability Assessments by Libraries.
428p. 5mf. L1 ED 286 519
CALTAC-WILL 1985-1986. Including CALTAC-WILL 1983-1985. Proceedings of Three Series of Regional Workshops in Library Leadership (California, 1983-1986).
85p. 1mf. L1 ED 286 509
Library and Information Needs Assessment and Five Year Plan.
176p. 2mf. L1 ED 286 511
Need for Librarians in California: Report on a Survey of the State's Libraries.
114p. 2mf. L1 ED 286 513
Summary and Evaluation of the California Literacy Campaign Retreat (Asilomar, California, February 25-27, 1987).
135p. 2mf. L1 ED 286 515
California State Office of the Attorney General, Sacramento. Crime Prevention Center.
Statewide Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11: Report to Attorney General John K. Van de Kamp, Winter 1985-1986.
87p. 1mf. L1 ED 286 104
California State Univ. and Colleges Board of Trustees.
Agreement between the Board of Trustees of the California State University and the California Faculty Association, Unit 3, Faculty, July 1, 1987-June 30, 1991.
130p. 2mf. L1 ED 286 443
California State Univ.-Humboldt, Arcata. Center for Community Development.
Hupa Activity Book.
203p. 3mf. L1 ED 286 691
California State Univ., Long Beach. Office of the Chancellor.
Library Staffing Needs in the California State University. A Report of the Task Force on Library Staffing.
143p. 2mf. L1 ED 286 500
California State Univ., Sacramento. Dept. of Civil Engineering.
Advanced Waste Treatment. A Field Study Training Program.
603p. 7mf. L2 ED 286 743
Industrial Waste Treatment. A Field Study Training Program.
645p. 7mf. L2 ED 286 742
California Univ. System.
Memorandum of Understanding between University of California and University Council, American Federation of Teachers, Non-Senate Instructional Unit, July 1 1986-June 30, 1988.
90p. 1mf. L2 ED 286 453
California Univ., San Diego. Univ. Library.
Library Research Guide for International Students.
76p. 1mf. L1 ED 286 524
California Water Pollution Control Association, Sacramento.
Advanced Waste Treatment. A Field Study Training Program.
603p. 7mf. L2 ED 286 743
Industrial Waste Treatment. A Field Study Training Program.
645p. 7mf. L2 ED 286 742
Campus Outreach Opportunity League, Washington, DC.
Literacy Action. A Resource Book for Colleges and Universities. First Edition.
217p. 3mf. L1 ED 286 040
Canadian Education Association, Toronto (Ontario).
Education and the Law.
64p. mf. L3 ED 286 255
Cape Town Univ. (South Africa). School of Librarianship.
Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). Continuing Education Series Number 1.
164p. 2mf. L1 ED 286 481
Carnegie Corp. of New York, N.Y.
Preparing for Life: The Critical Transition of Adolescence.
14p. 1mf. L1 ED 286 587
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Computer Science.
Experiments on Learning by Back Propagation.
54p. 1mf. L1 ED 286 930
Center for Applied Linguistics, Washington, D.C.
Papers and Studies in Contrastive Linguistics. Volume Twenty.
169p. 2mf. L1 ED 286 369
Center for Creative Leadership, Greensboro, N.C.
Leadership Education '87: A Source Book for Those Planning Programs and Teaching Courses in Leadership.
457p. 5mf. L2 ED 286 398
Center for Education Statistics (OERI/ED), Washington, DC.
College Faculty Salaries, 1976-1986. OERI Bulletin, August 1987.
19p. 1mf. L1 ED 286 413
Less-Than-4-Year Awards in Institutions of Higher Education: 1983-85.
67p. 1mf. L1 ED 286 540
Second IEA Mathematics Study. Sampling Report.
229p. 3mf. L1 ED 286 708
Second International Mathematics Study. Training Manual for Use of the Databank of the Longitudinal, Classroom Process Surveys for Population A in the IEA Second International Mathematics Study. Contractor's Report.
109p. 2mf. L1 ED 286 707
Second International Mathematics Study; Longitudinal, Classroom Process Surveys for Population A: Students, Teachers, and Schools, 1981-1982 machine-readable data file .
193p. 3mf. L3 ED 286 769
Target Forecast. Public School Teachers.
3p. 1mf. L1 ED 286 867
Trends in Bachelors and Higher Degrees, 1975-1985.
48p. 1mf. L1 ED 286 420
Center for Environmental Internship Programs, Cleveland, OH.
Michigan Household Hazardous Substance Handbook.
145p. 2mf. L1 ED 286 717
Center for Literacy, Inc., Philadelphia, PA.
Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program. An Instructional Guide.
76p. 1mf. L1 ED 286 046
Central Florida Community Coll., Ocala.
Single Parents or Homemakers. Individualized Career Oriented Program for Equity (I.C.O.P.E.). Final Report from July 1, 1986 to June 30, 1987.
80p. 1mf. L1 ED 285 993
Chicago Board of Education, Ill.
Chicago Public High Schools: How Their Students' Low Income, Reading Scores, and Attendance Rates Relate to Dropout Level and Type of School. First Report to the Illinois State Board of Higher Education in Response to PA 84-712 of the 84th Illinois General Assembly--"The Educational Partnership Act."
66p. 1mf. L1 ED 286 282
Plan for Minority and Women Business Enterprise Contract Participation and Authorization To Amend Plan.
44p. 1mf. L1 ED 286 947
Chicago City Colleges, Ill. Kennedy-King Coll.
Remedial/Developmental Instructions in an Actual Classroom Situation: Interfacing Social Science, English, and Reading.
34p. 1mf. L1 ED 286 978
Chief State School Officers of the Northwest and Pacific.
Statewide Education Databases: Policy Issues. Discussion Draft.
16p. 1mf. L1 ED 286 256
Church World Service, Baltimore, MD. Office on Global Education.
World Food Day Curriculum, Grades K-3.
21p. 1mf. L2 ED 286 792
World Food Day Curriculum, Grades 4-7.
25p. 1mf. L2 ED 286 793
World Food Day: Curriculum, Grades 8-12.
28p. 1mf. L2 ED 286 794
Cincinnati Public Schools, OH. Div. of Student Services.
Applied Academics. Applied Mathematics: Carpentry. Curriculum Bulletin VE-36.
160p. 2mf. L2 ED 286 748
Applied Academics. Applied Mathematics: Drafting. Curriculum Bulletin VE-53.
206p. 3mf. L2 ED 286 750
Applied Academics: Applied Mathematics: Communications Electronics. Bulletin VE-38.
260p. 3mf. L2 ED 286 749
Cincinnati Public Schools, Ohio.
Instructional Computers in the Cincinnati Public Schools.
22p. 1mf. L1 ED 286 499
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Passing the Torch: Retired Teachers as Mentors for New Teachers.
54p. 1mf. L1 ED 286 863
City Univ. of New York, N.Y. City Coll.
Select Program in Science and Engineering. SPISE and SPISE-EXTENDED. Ninth Annual Report 1986-1987.
37p. 1mf. L1 ED 286 738
Clapp and Mayne, Inc., San Juan, PR.
Needs Assessment Study of Vocational, Technical, and High Skills Education Programs 1986-1987.
141p. 2mf. L1 ED 286 065
Cleveland Public Schools, OH. Dept. of Research and Analysis.
Analysis of 1985-1986 Cleveland School District Data with Policy and Planning Implications: Attendance Issues.
99p. 2mf. L1 ED 286 956
College Entrance Examination Board, New York, N.Y.
Assessing Writing Skill. Research Monograph No. 11.
138p. 2mf. L2 ED 286 920
College to Career. The Guide to Job Opportunities.
271p. mf. L3 ED 286 386
College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.
College Cost Book, 1986-87. Seventh Edition.
310p. 4mf. L2 ED 286 385
College Handbook, 1986-87. Twenty-Fourth Edition. Fall 1987 Admissions Requirements.
1934p. 21mf. L2 ED 286 388
Index of Majors, 1986-87. Ninth Edition.
769p. 9mf. L2 ED 286 387
College Entrance Examination Board, Princeton, N.J.
Predictive Validity of the Scholastic Aptitude Test for Disabled Students. Studies of Admissions Testing and Handicapped People, Report No. 8.
73p. 1mf. L1 ED 286 884
College Entrance Examination Board, Washington, D.C.
National Longitudinal Study (NLS) of the High School Class of 1972. Basic Institutional Source File machine-readable data file .
28p. 1mf. L3 ED 286 458
Colorado Univ., Boulder. Women Studies Program.
Nonsexist Curriculum Development: Theory into Practice. The Handbook of the Curriculum Design Project at the University of Colorado, Boulder.
132p. 2mf. L1 ED 286 773
Commonwealth Council for Educational Administration, Armidale (Australia).
Scenarios as Research Tools for Investigating Social Issues. Studies in Educational Administration Number 45.
17p. 1mf. L1 ED 286 280
Commonwealth Tertiary Education Commission, Belconnen (Australia).
Attrition of Part-Time TAFE Certificate Students.
244p. 3mf. L1 ED 286 055
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Assessment of the Federal Initiative in the Area of Adult Literacy. Staff Report of the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, U.S. House of Representatives, One-Hundredth Congress.
11p. 1mf. L1 ED 286 072
Congress of the U.S., Washington, D.C. House.
Higher Education Amendments of 1986. Conference Report to Accompany S. 1965. House of Representatives, 99th Congress, 2nd Session.
478p. 5mf. L1 ED 286 421
Stewart B. McKinney Homeless Assistance Act. Conference Report To Accompany H.R. 558. House of Representatives, 100th Congress, 1st Session.
109p. 2mf. L1 ED 286 117
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Comprehensive Child Development Centers Act. Report from the Committee on Labor and Human Resources (To Accompany S. 1542). 100th Congress, 1st Session.
15p. 1mf. L1 ED 286 985
Nursing Shortage Reduction Act of 1987. Report to Accompany S. 1402. Senate, 100th Congress, 1st Session.
15p. 1mf. L1 ED 286 422
Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.
Improving the Education Status of Native Hawaiians, and For Other Purposes. Report from the Select Committee on Indian Affairs (To Accompany S. 360). 100th Congress, 1st Session.
27p. 1mf. L1 ED 286 955
Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.
OTA Study on Indian Health Care. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, Second Session (February 20, 1986).
59p. 1mf. L1 ED 286 699
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
Child Abuse and Neglect in America: The Problem and the Response. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
110p. 2mf. L1 ED 286 122
Crisis in Homelessness: Effects on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
245p. 3mf. L1 ED 286 116
Race Relations and Adolescents: Coping with New Realities. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
106p. 2mf. L1 ED 286 957
Connecticut State Migratory Children's Program, New Haven.
Juegos, Canciones, Poemas y Adivinanzas (Games, Songs, Poems and Riddles).
70p. 1mf. L1 ED 286 693
Connecticut State Univ. System.
Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for The Connecticut State University, 1984-1987.
84p. 1mf. L2 ED 286 452
Constitutional Rights Foundation, Los Angeles, Calif.
Separation of Powers.
10p. 1mf. L1 ED 286 801
Council for Basic Education, Washington, D.C.
Arts, Language and the Schools.
9p. 1mf. L1 ED 286 806

(Continued)

(Continued)

Council for Basic Education, Washington, D.C.
What Place for the Arts?
17p. 1mf. L1 ED 286 805

Council for Exceptional Children, Reston, VA. Dept. of Governmental Relations.
CEC/NAPSEC Task Force To Develop Guidelines for Effective Cooperation between Public and Private Schools in Meeting Legal and Professional Responsibilities for the Education of Children with Disabilities.
17p. 1mf. L1 ED 286 307

Council for Higher Education, Jerusalem (Israel).
Council for Higher Education, Report No. 2. The Sixth Council, 1981-1986.
73p. 1mf. L1 ED 286 419

Dade County Public Schools, Miami, FL. Office of Educational Accountability.
Evaluation of the Dade County Public Schools Roving Leaders Outreach Program.
27p. 1mf. L1 ED 286 889
Evaluation of the Dade-Monroe Multiagency Network for Severely Emotionally Disturbed Students.
65p. 1mf. L1 ED 286 338
Evaluation of the English Oral Fluency of Limited English Proficient Twelfth Grade Students.
62p. 1mf. L1 ED 286 906
Evaluation of the Media Services Program.
102p. 2mf. L1 ED 286 485
Evaluation of the Sabal Palm Laboratory Center.
59p. 1mf. L1 ED 286 890
Evaluation of the 1983-84 ECIA, Chapter II Computer Education Project.
14p. 1mf. L1 ED 286 484
Evaluation of the 1985-86 ECIA, Chapter II Teaching Geographic Skills Project.
15p. 1mf. L1 ED 286 891

Dade County Public Schools, Miami, Fla.
Sex Equity Linkage and Coordination. Final Report from 7/1/86 to 6/30/87.
82p. 1mf. L1 ED 285 992

Danforth Foundation, St. Louis, Mo.
Global Learning Teacher Education Manual: A Model Inservice or Graduate Course for Elementary and Secondary Teachers.
208p. 3mf. L2 ED 286 770

Dayton Univ., Ohio. Research Inst.
Asymmetries in the Control of Saccadic Eye Movements to Bifurcating Targets.
22p. 1mf. L1 ED 286 905

Decision Resources Corp., Washington, DC.
Changes in Achievement Levels and Attendance in Postsecondary Schools: A Technical Note.
14p. 1mf. L1 ED 286 407

Defense Language Inst., Monterey, CA. Foreign Language Center.
Pashto Basic Course. Laboratory Manual, Units 1-7.
133p. 2mf. L1 ED 286 345
Pashto Basic Course. Laboratory Tapescripts, Units 1-7.
117p. 2mf. L1 ED 286 346
Pashto Basic Course. Teachers' Manual, Units 1-7.
214p. 3mf. L1 ED 286 343
Pashto Basic Course. Textbook Tapescripts, Units 1-7.
149p. 2mf. L1 ED 286 348
Pashto Basic Course. Textbook, Units 1-7.
303p. 4mf. L1 ED 286 347
Pashto Basic Course. Workbook Tapescripts, Units 1-7.
62p. 1mf. L1 ED 286 350
Pashto Basic Course. Workbook, Units 1-7.
300p. 4mf. L1 ED 286 349
Pashto Basic Course. Writing Manual to Accompany Units 3-7.
299p. 4mf. L1 ED 286 344

Delaware State Dept. of Public Instruction, Dover.
Report of the Statewide High School Post-Graduate Survey, Class of 1986.
55p. 1mf. L1 ED 286 429

Denver Univ., Colo. Center for Teaching International Relations.
Global Issues: Activities and Resources for the High School Teacher. Second Edition.
115p. 2mf. L1 ED 286 810
World Food Day Curriculum, Grades K-3.
21p. 1mf. L2 ED 286 792
World Food Day Curriculum, Grades 4-7.
25p. 1mf. L2 ED 286 793
World Food Day: Curriculum, Grades 8-12.
28p. 1mf. L2 ED 286 794

Department of Agriculture, Washington, D.C.
People Extra: North Dakota and United States Situational Issues Related to and Influences upon--Families (Single Persons, Single Parents, Parent-Child, Married).
31p. 1mf. L1 ED 286 595

Department of Education and Culture, Manila (Philippines).
Status of United States History in Indiana Public Schools.
38p. 1mf. L1 ED 286 777

Department of Education, Washington, D.C.
Equity and Excellence: A Response to "A Nation at Risk," Delaware Spring Regional Workshop (Wilmington, Delaware, May 2-3, 1984).
96p. 1mf. L1 ED 286 965

Department of Education, Washington, DC.
Changes in Achievement Levels and Attendance in Postsecondary Schools: A Technical Note.
14p. 1mf. L1 ED 286 407
Learning Disabled College Writers Project, Evaluation Report, 1985-86.
80p. 1mf. L1 ED 286 188
Motivating Students to Learn: An Experiment in Junior High Social Studies Classes. Research Series No. 183.
121p. 2mf. L1 ED 286 882
Nonsexist Curriculum Development: Theory into Practice. The Handbook of the Curriculum Design Project at the University of Colorado, Boulder.
132p. 2mf. L1 ED 286 773
Remedial/Developmental Instructions in an Actual Classroom Situation: Interfacing Social Science, English, and Reading.
34p. 1mf. L1 ED 286 978
Resource Guide for Teachers and Health Providers.
245p. 3mf. L1 ED 286 694
Teachers' Strategies for Coping with Hostile-Aggressive Students. R.S. 185.
96p. 1mf. L1 ED 286 881
Videodisc Education in Adult Basic Education. A 310 Special Demonstration Project, 1986-1987. Final Report.
11p. 1mf. L1 ED 286 573

Department of Justice, Washington, D.C.
Address of the Honorable Edwin Meese III, Attorney General of the United States, at the American Studies Center Bicentennial Program.
16p. 1mf. L1 ED 286 795

Department of Justice, Washington, D.C. Bureau of Justice Statistics.
Crime on Campus, 1978-1979: A Survey of 150 College Campuses and Cities machine-readable data file .
28p. 1mf. L3 ED 286 459

Department of State, Washington, DC. Bureau of Public Affairs.
U.S.-Soviet Relations: Testing Gorbachev's "New Thinking." Current Policy No. 985.
7p. 1mf. L1 ED 286 807

DePaul Univ., Chicago, IL. Chicago Area Studies Center.
Chicago Public High Schools: How Their Students' Low Income, Reading Scores, and Attendance Rates Relate to Dropout Level and Type of School. First Report to the Illinois State Board of Higher Education in Response to PA 84-712 of the 84th Illinois General Assembly--"The Educational Partnership Act."
66p. 1mf. L1 ED 286 282

Detroit Public Schools, Mich. Dept. of Special Education.
Practical Guide to Play, Piaget, and Language in Preprimary Hearing Impaired Programs.
572p. 6mf. L1 ED 286 293

Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany).
Selected Results of a Cross-Sectional/Longitudinal Research on Sex-Role Development in German Children.
49p. 1mf. L1 ED 286 611

District of Columbia Public Schools, Washington, D.C.
Comprehensive Multi-Year Education Plan. SY 1988-1992.
934p. 10mf. L1 ED 286 987

East Texas State Univ., Commerce.
Responding to Section III of the Southern Association's "Criteria for Accreditation": A Working Paper.
34p. 1mf. L1 ED 286 430

East Texas State Univ., Commerce. Center for Policy Studies and Research in Elementary and Secondary Education.
Alternative Teacher Certification: Its Policy Implications for Classroom and Personnel Practice. Monograph No. 5.
120p. 2mf. L1 ED 286 264

Eastern Iowa Community Coll. District, Bettendorf.
Labor Market Assessments: An Essential Data Element for Program Development and Evaluation.
110p. 2mf. L1 ED 286 033

Ecology Center of Ann Arbor, MI.
Michigan Household Hazardous Substance Handbook.
145p. 2mf. L1 ED 286 717

Education Development Center, Inc., Newton, Mass.
Case Method of Teaching: Community College Faculty Are Taking a "Harvard Method" and Making It Their Own.
11p. 1mf. L1 ED 286 539

Educational Administrators of Iowa.
Performance-Based Compensation Models: Status and Potential for Implementation.
48p. 1mf. L1 ED 286 286

Educational Evaluation Associates, Northridge, CA.
Profile of EOPS: Report of the 1986-87 Operational Program Reviews.
100p. 2mf. L1 ED 286 561

Educational Research Service, Arlington, Va.
Indicators of Future School Enrollments.
77p. mf. L3 ED 286 285

Educational Resources Information Center (ED), Washington, DC.
Resources in Education (RIE). Volume 23, Number 2.
p. mf. L2 ED 285 967

Educational Testing Service, Princeton, N.J.
Predictive Validity of the Scholastic Aptitude Test for Disabled Students. Studies of Admissions Testing and Handicapped People, Report No. 8.
73p. 1mf. L1 ED 286 884

Educational Testing Service, Princeton, N.J. Institutional Research Program for Higher Education.
College Trustee Study machine-readable data file .
28p. 1mf. L3 ED 286 457

Employment and Training Administration (DOL), Washington, D.C.
Job Corps GED Competencies Program Guide. ETA Handbook No. 324.
494p. 6mf. L1 ED 286 005
Racial Differentials in Younger Male Occupational Mobility Over the Business Cycle, 1966-1975.
11p. 1mf. L1 ED 286 969

Environmental Protection Agency, Washington, D.C. Office of Water Programs.
Advanced Waste Treatment. A Field Study Training Program.
603p. 7mf. L2 ED 286 743
Industrial Waste Treatment. A Field Study Training Program.
645p. 7mf. L2 ED 286 742

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Controversies Surrounding Developmental Education in the Community College. ERIC Digest.
6p. 1mf. L1 ED 286 557
Educational Accountability. ERIC Digest.
3p. 1mf. L1 ED 286 551
Enrollment Management. ERIC Digest.
6p. 1mf. L1 ED 286 558
High School-Community College Collaboration. ERIC Digest.
6p. 1mf. L1 ED 286 559
Issues in Student Assessment. New Directions for Community Colleges, Number 59.
122p. 2mf. L1 ED 286 547
Methods of Securing Alternative Funding for Community Colleges. ERIC Digest.
6p. 1mf. L1 ED 286 552
Status of the Transfer Function. ERIC Digest.
3p. 1mf. L1 ED 286 550
Student Assessment: Humanities. ERIC Digest.
3p. 1mf. L1 ED 286 553
Student Assessment: Literacy. ERIC Digest.
3p. 1mf. L1 ED 286 554
Student Assessment: Science. ERIC Digest.
3p. 1mf. L1 ED 286 555
Student Assessment: Social Science. ERIC Digest.
3p. 1mf. L1 ED 286 556

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Cognitive Learning in the Environment: Secondary Students. ERIC/SMEAC Environmental Education Digest No. 1, 1987.
3p. 1mf. L1 ED 286 756
Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconceptions Research. ERIC/SMEAC Science Education Digest No. 2, 1987.
3p. 1mf. L1 ED 286 757

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Teaching about the Soviet Union. ERIC Digest No. 42.
4p. 1mf. L1 ED 286 818

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Counseling Underachievers: A Counselor's Guide to Helping Students Improve Their Academic Performance.
65p. 1mf. L1 ED 286 112

ERIC Clearinghouse on Higher Education, Washington, D.C.
Formal Recognition of Employer-Sponsored Instruction: Conflict and Collegiality in Postsecondary Education. ASHE-ERIC Higher Education Report No. 3, 1987.
128p. 2mf. L1 ED 286 437

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Recommended English Language Arts Curriculum Guides, K-12, 1987.
34p. 1mf. L1 ED 286 204
Talking into Writing: Exercises for Basic Writers.
69p. 1mf. L1 ED 286 200

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Establishing an Outdoor Education Organization. ERIC Digest.
4p. 1mf. L1 ED 286 701
Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide. ERIC Mini-Review.
6p. 1mf. L1 ED 286 698
Migrant Student Record Transfer System: What Is It and Who Uses It? ERIC Digest.
4p. 1mf. L1 ED 286 700
Motivating American Indians into Graduate Studies. ERIC Digest.
4p. 1mf. L1 ED 286 703
Parents' Roles and Responsibilities in Indian Education. Fact Sheet.
4p. 1mf. L1 ED 286 704
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies. ERIC Digest.
4p. 1mf. L1 ED 286 705
Utilizing Available Resources at the Local Level. Fact Sheet.
4p. 1mf. L1 ED 286 702

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Alternatives to Standardized Tests. ERIC Digest.
3p. 1mf. L1 ED 286 938
Coaching for Tests. ERIC Digest.
4p. 1mf. L1 ED 286 939
Computerized Adaptive Testing. ERIC Digest.
4p. 1mf. L1 ED 286 940
Finding Information about Tests. ERIC Digest.
4p. 1mf. L1 ED 286 941
Legal Issues in Minimum Competency Testing. ERIC Digest.
3p. 1mf. L1 ED 286 942
Measurement Implications of "A Nation at Risk." ERIC Digest.
4p. 1mf. L1 ED 286 943
Teacher Competency Testing. ERIC Digest.
4p. 1mf. L1 ED 286 944

ERIC Clearinghouse on Urban Education, New York, N.Y.
Lowering the Dropout Rate: The Experiences of Urban Superintendents.
73p. 1mf. L1 ED 286 966

Eureka Project, Sacramento, CA.
Origins and Outcomes: An Essay on the History of Student Aid in California. The Eureka Project: A Review of Student Financial Aid in California.
48p. 1mf. L1 ED 286 396

EXXON Education Foundation, New York, N.Y.
Method Experts Use To Evaluate the Validity of Models Used as Problem Representations in Science and Mathematics.
26p. 1mf. L1 ED 286 744

Family Crisis Shelter, Williston, ND.
When Love Really Hurts: Dating Violence Curriculum.
92p. 1mf. L1 ED 286 120

Florida State Dept. of Education, Tallahassee.
Superstars II, Intermediate. A Standards of Excellence Curriculum Project for Intermediate-Level Students.
267p. 3mf. L1 ED 286 740
Superstars II, Primary. A Standards of Excellence Curriculum Project for Primary-Level Students.
337p. 4mf. L1 ED 286 739

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
Alternative Education Program for Single Parents, Homemakers and Pregnant Students. Final Report June 1, 1986 to June 1, 1987.
14p. 1mf. L1 ED 285 998
Career Planning/Readiness Program for Single Parents and Homemakers. Final Report, from July 1, 1986 to June 30, 1987.
52p. 1mf. L1 ED 285 989
Firearms Training Systems for Females. Final Report from July 1, 1986 to June 30, 1987.
76p. 1mf. L1 ED 285 990
Focus on Careers. A Program for Single Parents or Homemakers. Final Report, Project No. 7-2D05, from July 1, 1986 to June 30, 1987.
58p. 1mf. L1 ED 285 985
Marketable Skills and Jobs for Single Teen Parents. Final Report, Project No. 480-15170-7-1D05, July 1, 1986 to June 30, 1987.
84p. 1mf. L1 ED 285 986
Nontraditional Options in Training for Employment. Final Report from July 1, 1986 to June 30, 1987.
32p. 1mf. L1 ED 285 999
Project To Increase the Awareness and Potential of Nontraditional Careers and To Eliminate Disproportionate Enrollment in Vocational Education Programs throughout the System. Final Report from July 1, 1986 to June 30, 1987.
36p. 1mf. L1 ED 285 996
Review of Computer Software for Home Economics.
53p. 1mf. L1 ED 285 987
Review of Home Economics Computer Software for Sex Bias and Stereotyping. Final Report from July 1, 1986 to June 30, 1987.
18p. 1mf. L1 ED 285 995
Second Phase of an Experimental Project To Help Single Parents and Displaced Homemakers with Their Attitudinal, Behavioral Changes and Vocational Guidance. Final Report from September 9, 1986 to June 30, 1987.
31p. 1mf. L1 ED 285 991
Sex Equity Linkage and Coordination. Final Report from 7/1/86 to 6/30/87.
82p. 1mf. L1 ED 285 992
Single Parents or Homemakers. Individualized Career Oriented Program for Equity (I.C.O.P.E.). Final Report from July 1, 1986 to June 30, 1987.
80p. 1mf. L1 ED 285 993
Single Parents/Displaced Homemakers: Balancing Family Living, Education and Employment. Final Report from 7/01/86 to 6/30/87.
27p. 1mf. L1 ED 285 994
Vocational Education Support for Single Parents and Homemakers. Final Report from 7/1/86 - 6/30/87.
181p. 2mf. L1 ED 285 997
Vocational Teen Parenting (Adolescent Single Parents). Final Report, from July 1, 1986 to June 30, 1987.
45p. 1mf. L1 ED 285 988

Florida State Library, Tallahassee.
Young Adult Services Manual.
83p. 1mf. L1 ED 286 508

Ford Foundation, New York, N.Y.
Education in a Changing South: New Policies, Patterns and Programs. Report on the Continuing Conference (Atlanta, Georgia, November 19-20, 1986). Current Themes in Rural and Urban Education.
39p. 1mf. L1 ED 286 967
National Longitudinal Study (NLS) of the High School Class of 1972. Basic Institutional Source File machine-readable data file .
28p. 1mf. L3 ED 286 458
School and College Competency Testing Programs: Perceptions and Effects on the Black Students in Louisiana and North Carolina.
322p. 4mf. L1 ED 286 960
Summer Training and Education Program (STEP): The Experience of Hispanic Participants in the Summer of 1985.
58p. 1mf. L2 ED 286 697

Foundation for Child and Youth Studies, Kensington (Australia).
Children in Blended and Step Families. Foundation for Child and Youth Studies Selected Papers Number 44.
17p. 1mf. L1 ED 286 579
Effects of Television on Children. Foundation for Child and Youth Studies Selected Papers Number 47.
21p. 1mf. L1 ED 286 577
Fantasy, Lies and Imaginary Companions. Foundation for Child and Youth Studies Selected Papers Number 45.
22p. 1mf. L1 ED 286 580
Racial Intolerance: A Child's Perspective. Foundation for Child and Youth Studies Selected Papers Number 48.
18p. 1mf. L1 ED 286 578

Fredonia Central School District, NY.
Regional High School of Excellence Study Project. Northern Chautauqua County, 1985-1987.
286p. 3mf. L1 ED 286 261

Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Organizing a Literacy Program for Older Adults. Literacy Education for the Elderly Project.
76p. 1mf. L2 ED 286 001
Tutoring Older Adults in Literacy Programs. Literacy Education for the Elderly Project.
36p. 1mf. L2 ED 286 002
Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor. Literacy Education for the Elderly Project.
56p. 1mf. L2 ED 286 000
Using Analogical Reasoning to Deal with "Deep" Misconceptions in Physics.
20p. 1mf. L1 ED 286 745

Further Education Unit, London (England).
FE Can Really Change Your Life. The Experience of Afro-Caribbean and Asian Students in Further Education. An Occasional Paper.
47p. 1mf. L1 ED 286 050
Pre-Vocational Education: An Inside Story. A Study on the Introduction of Pre-Vocational Education into a Youth Custody Centre.
142p. 2mf. L1 ED 286 051

Gannett Foundation, Rochester, NY.
Adult Literacy and Technology Conference Proceedings (University Park, Pennsylvania, June 4-7, 1987).
73p. 1mf. L2 ED 286 066

General Accounting Office, Washington, D.C.
Medicaid: Determining Cost-Effectiveness of Home and Community-Based Services. Report to the Administrator, Health Care Financing Administration, Department of Health and Human Services.
21p. 1mf. L1 ED 286 084

General Accounting Office, Washington, D.C. Div. of Human Resources.
Job Training Partnership Act. Summer Youth Programs Increase Emphasis on Education. Briefing Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, United States Senate.
61p. 1mf. L1 ED 286 048
Plant Closings. Limited Advance Notice and Assistance Provided Dislocated Workers. Report to Congressional Committees.
92p. 1mf. L1 ED 286 049
Welfare Eligibility: Deficit Reduction Act Income Verification Issues. Fact Sheet for the Ranking Minority Member, Subcommittee on Oversight of Government Management, Committee on Governmental Affairs, United States Senate.
97p. 2mf. L1 ED 286 990

General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.
Food Stamp Program: Results of the Simplified Application Demonstration Project. Report to the Chairman, Committee on Agriculture, Nutrition, and Forestry, U.S. Senate.
22p. 1mf. L1 ED 286 989

Georgia State Dept. of Education, Atlanta. Div. of Teacher Education and Staff Development.
Alternative Certification Program for Critical Teaching Fields.
183p. 2mf. L1 ED 286 730

Global Learning, Inc., Montclair, NJ.
Global Learning Teacher Education Manual: A Model Inservice or Graduate Course for Elementary and Secondary Teachers.
208p. 3mf. L2 ED 286 770

Graduate Record Examinations Board, Princeton, N.J.
Predictive Validity of the Scholastic Aptitude Test for Disabled Students. Studies of Admissions Testing and Handicapped People, Report No. 8.
73p. 1mf. L1 ED 286 884

Grant (W.T.) Foundation, New York, N.Y.
Maternal Employment, Maternal Role Satisfaction and Early Adolescent Outcomes.
35p. 1mf. L1 ED 286 655

Hacer Hispanic Women's Center, Inc., New York, NY.
Bilingual Microcomputer Business Skills Course. Vol. III. Joint Lesson 15-19.
221p. 3mf. L1 ED 286 025
Bilingual Microcomputer Business Skills Course. Vol. II. Joint Lesson 8-14.
323p. 4mf. L1 ED 286 024
Bilingual Microcomputer Business Skills Course. Vol. I. Joint Lesson 1-7.
387p. 5mf. L1 ED 286 023

Hamden-New Haven Cooperative Education Center, Conn.
Juegos, Canciones, Poemas y Adivinanzas (Games, Songs, Poems and Riddles).
70p. 1mf. L1 ED 286 693

Harvard Univ., Cambridge, Mass.
Understanding Charts and Graphs. Technical Report #8.
94p. 1mf. L1 ED 286 495

Harvard Univ., Cambridge, Mass. Graduate School of Education.
Math Space Mission. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project.
322p. 4mf. L2 ED 286 719
Quincy Market. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project.
205p. 3mf. L2 ED 286 721
Sports Shorts. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project.
319p. 4mf. L2 ED 286 720

Hawaii State Dept. of Education, Honolulu.
Steps to Independence: A Resource Guide for Parents of Young Children.
59p. 1mf. L1 ED 286 651

Hawaii Univ., Honolulu. Board of Regents.
Agreement between University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii, 1987-1989.
99p. 2mf. L1 ED 286 449

Hawaii Univ., Honolulu. Graduate School of Library Studies.
World Full of Stories. An Annotated Bibliography of Folk Literature. Traditional Literature and Folklore in Library and Storytelling Programs.
158p. 2mf. L1 ED 286 531

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
Births of Hispanic Parentage, 1983 and 1984.
20p. 1mf. L1 ED 286 958

Highlands County Schools, Sebring, FL.
Vocational Teen Parenting (Adolescent Single Parents). Final Report, from July 1, 1986 to June 30, 1987.
45p. 1mf. L1 ED 285 988

Hiroshima Univ. (Japan). Research Inst. for Higher Education.
Enrollment Expansion in Postwar Japan. International Publication Series No. 1.
122p. 2mf. L2 ED 286 273

Honolulu Board of Water Supply, HI.
Activities and Things. Book A.
36p. 1mf. L1 ED 286 727
Activity Book. Book B.
36p. 1mf. L1 ED 286 728

Hudson County Community Coll., Jersey City, NJ.
Strategic Plan To Address Recruitment and Retention Strategies for Black and Hispanic Students at Hudson County Community College.
77p. 1mf. L1 ED 286 549

Human Sciences Research Council, Pretoria (South Africa).
Evaluation of the Management Training and the Career Anchors of a Group of MBA/MBL Graduates.
184p. 2mf. L1 ED 286 404

Idaho State Dept. of Education, Boise. Div. of Vocational Education.
Industrial Technology Education: Findings and Recommendations of the Blue Ribbon Committee on the Future of Industrial Arts Education in Idaho.
26p. 1mf. L1 ED 286 038
Technology Education. A Curriculum Guide. VOC ED 226.
65p. 1mf. L1 ED 286 039

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Report of the Proceedings of the Conference on the Future World of Work (St. Louis, Missouri, October 12, 1984).
92p. 1mf. L1 ED 285 984

Illinois State Office of the Attorney General, Springfield.
Chicago Public High Schools: How Their Students' Low Income, Reading Scores, and Attendance Rates Relate to Dropout Level and Type of School. First Report to the Illinois State Board of Higher Education in Response to PA 84-712 of the 84th Illinois General Assembly--"The Educational Partnership Act."
66p. 1mf. L1 ED 286 282

Illinois Univ., Urbana. Center for the Study of Reading.
Acquisition of English Derivational Morphology. Technical Report No. 407.
33p. 1mf. L1 ED 286 167
Eye Movement Control during Reading: I. The Location of Initial Eye Fixations on Words. Technical Report No. 406.
23p. 1mf. L1 ED 286 166

Illinois Univ., Urbana. Cooperative Extension Service.
Parenting on Your Own. Circulars 1245-1258.
110p. 2mf. L1 ED 286 629

Illinois Valley Community Coll., Oglesby.
"Student-Based" Catalog and Career Decision Guide.
219p. 3mf. L1 ED 286 541

Indiana Conference on Higher Education, Indianapolis.
Higher Education Act of 1965 as Amended through P.L. 97-301. Recommendations for Reauthorization.
54p. 1mf. L1 ED 286 425

Indiana State Univ., Terre Haute. School of Education.
Educational Effects of the Introduction of a State Supported Program of Smaller Classes. A Study of the First Year of Indiana's Project PRIME TIME and Its Effects on Test Results (1984-85). A Comprehensive Analysis.
15p. 1mf. L1 ED 286 842

Indiana Univ., Bloomington. Russian and East European Inst.
Quantitative Analysis of Curriculum Effectiveness: 1986.
331p. 4mf. L1 ED 286 892
Soviet Union and Eastern Europe: A Teachers' Guide.
36p. 1mf. L1 ED 286 782

Institute for Educational Research, Glen Ellyn, IL.
Evaluation of the Hinsdale School District 181 Telewriter Program.
32p. 1mf. L1 ED 286 731

Institute for Independent Education, Inc., Washington, DC.
Reaching Beyond Our Limitations: An Interview with Rev. Floyd H. Flake, Member, U.S. House of Representatives, Founder, Allen Christian School.
5p. 1mf. L1 ED 286 982

Institute for Social Research, Oslo (Norway).
Day Care for Children in Denmark, Norway and Sweden.
144p. 2mf. L1 ED 286 658

Institute of International Education, New York, N.Y.
Institute of International Education 1986 Annual Report.
73p. 1mf. L1 ED 286 409

Integrated Research Services, Eugene, OR.
Assessing the Effects of Grass Roots Drunk Driving Prevention Programs: First Facts. Report from the Drunk Driving Prevention Project.
55p. 1mf. L1 ED 286 102
Athletes in Motion: Training for the Olympic Games with Mind and Body: Two Case Studies.
15p. 1mf. L1 ED 286 850
Drugs in Sport: An Overview.
17p. 1mf. L1 ED 286 849
University Chemical Dependency Project: Final Report.
160p. 2mf. L1 ED 286 103

Inter-University Consortium for Political and Social Research, Ann Arbor, MI.
Crime on Campus, 1978-1979: A Survey of 150 College Campuses and Cities machine-readable data file .
28p. 1mf. L3 ED 286 459

International Association for the Evaluation of Educational Achievement, New York, NY.
Second International Mathematics Study. Training Manual for Use of the Databank of the Longitudinal, Classroom Process Surveys for Population A in the IEA Second International Mathematics Study. Contractor's Report.
109p. 2mf. L1 ED 286 707

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).
Second International Mathematics Study; Longitudinal, Classroom Process Surveys for Population A: Students, Teachers, and Schools, 1981-1982 machine-readable data file .
193p. 3mf. L3 ED 286 769
Student Achievement Study, 1970-1974. The IEA Six-Subject Data Bank machine-readable data file .
4p. 1mf. L3 ED 286 945

International Association for the Evaluation of Educational Achievement, Wellington (New Zealand).
Second IEA Mathematics Study. Sampling Report.
229p. 3mf. L1 ED 286 708

International Council for Adult Education, Toronto (Ontario).
Making the Connection. The Adult Education Movement and the 4th Unesco Conference.
38p. 1mf. L2 ED 286 008

International Service Association for Health, Inc., Atlanta, GA.
INSA Hand Puppet Training Manual: Involving U.S. Citizens in a Puppetmaking Project To Enhance the Use of Educational Puppet Theater in Developing Nations.
58p. 1mf. L2 ED 286 788

Iowa Association of School Administrators.
Performance-Based Compensation Models: Status and Potential for Implementation.
48p. 1mf. L1 ED 286 286

Iowa Association of School Boards, Des Moines.
Performance-Based Compensation Models: Status and Potential for Implementation.
48p. 1mf. L1 ED 286 286

Iowa State Board of Regents, Des Moines.
Master Agreement between the State of Iowa Board of Regents and the Uni-United Faculty of University of Northern Iowa, July 1, 1987-June 30, 1989.
94p. 1mf. L1 ED 286 448

Iowa State Dept. of Education, Des Moines. Bureau of Career Education.
Secondary Student and Employer Follow-up. 1986 Sample Survey Report. Vocational Education Research.
208p. 3mf. L1 ED 286 006

Iowa State Dept. of Human Services, Des Moines.
Iowa Family Day Care Handbook. 3rd Edition.
215p. 3mf. L1 ED 286 603

Iowa State Education Association, Des Moines.
Performance-Based Compensation Models: Status and Potential for Implementation.
48p. 1mf. L1 ED 286 286

Iowa State Historical Dept., Iowa City.
Regionalist Art and Literature.
25p. 1mf. L1 ED 286 778

Iowa State Univ. of Science and Technology, Ames. Dept. of Child Development.
Iowa Family Day Care Handbook. 3rd Edition.
215p. 3mf. L1 ED 286 603

Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.

Performance-Based Compensation Models: Status and Potential for Implementation. 48p. 1mf. L1 ED 286 286

Irving Independent School District, Tex.

Irving Independent School District: Standardized Test Results, 1985-86. 79p. 1mf. L1 ED 286 893

Jackson County Adult Education Center, Marianna, FL.

Single Parents/Displaced Homemakers: Balancing Family Living, Education and Employment. Final Report from 7/01/86 to 6/30/87. 27p. 1mf. L1 ED 285 994

Japan Broadcasting Corp., Tokyo. Broadcasting Culture Research Inst.

Children and Television: A Study of New TV Programs for Children Based on the Pilot of an Animated Production. 36p. 1mf. L1 ED 286 480

John Tyler Community Coll., Chester, VA. Extended Learning Inst.

Comparison of Grade Distributions for Telecourses and Print Based Courses. 10p. 1mf. L1 ED 286 562

Joint Economic Committee, Washington, D.C.

Poverty, Income Distribution, the Family and Public Policy: A Study Prepared for the Use of the Subcommittee on Trade, Productivity, and Economic Growth of the Joint Economic Committee, Congress of the United States, 99th Congress, 2nd Session. 133p. 2mf. L1 ED 286 988

Kamehameha Schools/Bernice Pauahi Bishop Estate, Honolulu, HI.

Identification of Priority Sites for Parent-Child Services. Working Paper. 28p. 1mf. L1 ED 286 626

Proceedings: A Colloquium on the Assessment of the Outcomes of Preschool Programs (Honolulu, HI, May 8, 1985). Occasional Paper No. 14. 62p. 1mf. L1 ED 286 627

Summary of Program Evaluation Results: 1985-1986 School Year Pre-Kindergarten Educational Program. 86p. 1mf. L1 ED 286 593

Kentucky Commission on Human Rights, Louisville.

Inner-County Boundary Adjustments Pull Nearly all Schools within Guidelines 1986-87: Percentage of Black Teachers Unchanged, but Number Up; No Black Football and Basketball Coaches at Four Schools, Few Whites at Formerly-Black Schools. 56p. 1mf. L2 ED 286 953

Jefferson County and Louisville Have Most Segregated Public Housing in Kentucky 1985: Desegregation Accelerates at Most Authorities between July 1984 and July 1985. 74p. 1mf. L2 ED 286 951

Record 14 Fayette County Schools Assigned over 30 Percent Black Students 1986-87. Black Teachers Fall to Nine-Year Low of 187; Two Black Administrators Added. 72p. 1mf. L2 ED 286 952

Kentucky Council of Teachers of English.

Literacy and Locality. 74p. 1mf. L1 ED 286 193

Kentucky Council on Economic Education.

American Interdependence Institute Teaching Materials. 184p. 2mf. L1 ED 286 811

Kentucky State Council on Higher Education, Frankfort.

Kentucky College and University Enrollments, Fall 1986. 280p. 3mf. L1 ED 286 423

Kentucky State Dept. of Education, Frankfort.

American Interdependence Institute Teaching Materials. 184p. 2mf. L1 ED 286 811

Korea Air and Correspondence Univ., Seoul (South Korea).

Perspective of the Future Development of Distance Higher Education in Korea. Proceedings of a Symposium (4th, Seoul, Korea, December 12, 1986). 147p. 2mf. L1 ED 286 489

Lake Forest Coll., Ill.

Feminist Newspapers 1970-1980: An Index to Holdings in the Lake Forest College Library. 82p. 1mf. L1 ED 286 775

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

L'Education et l'information juridiques dans un contexte bilingue. Etude exploratrice sur la comprehension populaire des lois (Legal Education and Information in a Bilingual Context. Exploratory Study on the Popular Understanding of Laws). 103p. 2mf. L1 ED 286 371

Learning Assessment Retention Consortium of the California Community Colleges.

Student Outcomes Study. Year One, Final Report. 156p. 2mf. L1 ED 286 566

Lethbridge Univ. (Alberta).

Technological Innovation and Strategic Human Resource Management: Developing a Theory. 38p. 1mf. L1 ED 286 100

Library of Congress, Washington, D.C.

Annual Report of the Librarian of Congress, 1986. For the Fiscal Year Ending September 30, 1986. 234p. 3mf. L1 ED 286 534

Library of Congress 1986. A Brief Summary of the Major Activities for the Fiscal Year Ending September 30, 1986. 38p. 1mf. L1 ED 286 535

Library of Congress, Washington, D.C. National Referral Center for Science and Technology.

Acid Rain. LC Science Tracer Bullet. 13p. 1mf. L1 ED 286 763

Asbestos. LC Science Tracer Bullet. 13p. 1mf. L1 ED 286 760

Biological and Health Effects of Electromagnetic (Nonionizing) Radiation. LC Science Tracer Bullet. 13p. 1mf. L1 ED 286 762

Career Opportunities in Science and Technology. LC Science Tracer Bullet. 11p. 1mf. L1 ED 286 761

Lilly Endowment, Inc., Indianapolis, Ind.

Campus Trends, 1987. Higher Education Panel Report Number 75. 52p. 1mf. L1 ED 286 402

Education in a Changing South: New Policies, Patterns and Programs. Report on the Continuing Conference (Atlanta, Georgia, November 19-20, 1986). Current Themes in Rural and Urban Education. 39p. 1mf. L1 ED 286 967

Longview Foundation for Education in World Affairs and International Understanding, Accokeek, Md.

Global Learning Teacher Education Manual: A Model Inservice or Graduate Course for Elementary and Secondary Teachers. 208p. 3mf. L2 ED 286 770

Los Rios Community Coll. District, Sacramento, Calif.

Measures of Progress: Spring 1985 Student Follow-Up. 63p. 1mf. L1 ED 286 543

Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.

Early Childhood Development Program, 1986-87. Interim Evaluation Report. 71p. 1mf. L1 ED 286 649

Final Evaluation Report. 1986-87 Early Childhood Development Program. 161p. 2mf. L1 ED 286 635

Lowell Univ., Mass.

Evaluator's Report on the Lowell Achievement Program 1986-1987. 50p. 1mf. L1 ED 286 980

Lutheran Association for Elementary Education, Fort Wayne, IN.

Fort Wayne: Footsteps to the Future. 41p. 1mf. L1 ED 286 799

Lyons Township High School, LaGrange, IL.

College Planning Information for Seniors, 1987-88. 25p. 1mf. L1 ED 286 136

Madison County Board of Public Instruction, Fla.

Alternative Education Program for Single Parents, Homemakers and Pregnant Students. Final Report June 1, 1986 to June 1, 1987. 14p. 1mf. L1 ED 285 998

Maine State Dept. of Educational and Cultural Services, Augusta.

Kindergarten Curriculum for Conceptual Language Development. 262p. 3mf. L1 ED 286 610

Programs That Work: Early Childhood Education Plan Continuing Programs. 18p. 1mf. L1 ED 286 643

Mankato State Univ., Minn.

Behavioral Management of Excessive Caffeine Consumption: Three Case Studies. 30p. 1mf. L1 ED 286 131

Maricopa County Community Coll. District, Phoenix, Ariz.

Maricopa Community Colleges Alumni Study, 1986-87. 61p. 1mf. L1 ED 286 571

Maricopa Writing Project, Summer 1987: Project Report. 11p. 1mf. L1 ED 286 565

Mars Foundation, McLean, VA.

Organizing a Literacy Program for Older Adults. Literacy Education for the Elderly Project. 76p. 1mf. L2 ED 286 001

Tutoring Older Adults in Literacy Programs. Literacy Education for the Elderly Project. 36p. 1mf. L2 ED 286 002

Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor. Literacy Education for the Elderly Project. 56p. 1mf. L2 ED 286 000

Maryland State Dept. of Education, Baltimore.

Preschool Evaluation Report: Year 1 Report. 62p. 1mf. L1 ED 286 337

Maryland Univ., College Park. Counseling Center.

Noncognitive Variables in Predicting Counseling Center Use by Race. 25p. 1mf. L1 ED 286 106

Massachusetts Governor's Office, Boston.

Partnerships for Day Care: Final Report of the Governor's Day Care Partnership Initiative. 89p. 1mf. L1 ED 286 625

Massachusetts State Board of Regents of Higher Education, Boston.

Agreement between the Board of Regents of Higher Education and the Massachusetts Teachers Association/NEA, State Colleges of Massachusetts, April 23, 1977-June 30, 1989. 374p. 4mf. L1 ED 286 438

Massachusetts State Dept. of Correction, Boston.

Joining Incarcerated Mothers with Their Children: Evaluation of the Lancaster Visiting Cottage Program: Executive Summary. 11p. 1mf. L1 ED 286 107

Massachusetts State Dept. of Education, Boston. Bureau of Student, Community and Adult Services.

Collaborations for Literacy. An Intergenerational Reading Project. Tutor's Handbook. 163p. 2mf. L1 ED 285 970

Collaborations for Literacy. An Intergenerational Reading Project. Administrator's Handbook. 173p. 2mf. L1 ED 285 969

Massachusetts Univ., Amherst.

Agreement between the Board of Trustees of the University of Massachusetts on Behalf of the Board of Regents of Higher Education and the Massachusetts Society of Professors Faculty Staff Union/MTA/NEA. 137p. 2mf. L1 ED 286 442

Merriam Center Library, Chicago, IL.

Macintoshed Library: Uses of the Apple Macintosh in a Special Library. First Edition. 21p. 1mf. L1 ED 286 501

Metropolitan Pittsburgh Educational Television, Pa.

Literacy: The Challenge for Business. 20p. 1mf. L1 ED 286 153

Project Literacy U.S. (PLUS): Information and Resources for Task Forces. 195p. 3mf. L1 ED 286 154

Miami Univ., Coral Gables, FL. Otto G. Richter Library.

Abstracts and Indexes Cataloging Project Report. 131p. 2mf. L1 ED 286 517

Miami-Dade Community Coll., FL. North Campus.

Vocational Education Support for Single Parents and Homemakers. Final Report from 7/1/86 - 6/30/87. 181p. 2mf. L1 ED 285 997

Miami-Dade Community Coll., FL. South Campus.

Second Phase of an Experimental Project To Help Single Parents and Displaced Homemakers with Their Attitudinal, Behavioral Changes and Vocational Guidance. Final Report from September 9, 1986 to June 30, 1987. 31p. 1mf. L1 ED 285 991

Michigan Environmental Health Association.

Michigan Household Hazardous Substance Handbook. 145p. 2mf. L1 ED 286 717

Michigan State Dept. of Public Health, Lansing, MI. Div. of Services to Crippled Children.

Health Services for Children with Special Needs: Report of the Division of Services to Crippled Children for the Fiscal Years, 1984-1985, 1985-1986. 29p. 1mf. L1 ED 286 292

Michigan State Univ., East Lansing. Cooperative Extension Service.

Michigan Household Hazardous Substance Handbook. 145p. 2mf. L1 ED 286 717

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Classroom Task Environments and Students' Task-Related Beliefs. Research Series No. 184. 35p. 1mf. L1 ED 286 861

Motivating Students to Learn: An Experiment in Junior High Social Studies Classes. Research Series No. 183. 121p. 2mf. L1 ED 286 882

Research on Teacher Effects: Uses and Abuses. Occasional Paper No. 116. 43p. 1mf. L1 ED 286 860

Teachers' Strategies for Coping with Hostile-Aggressive Students. R.S. 185. 96p. 1mf. L1 ED 286 881

Mid-Florida Technical Inst., Orlando.

Firearms Training Systems for Females. Final Report from July 1, 1986 to June 30, 1987. 76p. 1mf. L1 ED 285 990

Minnesota Administrators of Special Education, St. Paul.

Developing and Improving Your Total Special Education System. Volume 1. 711p. 8mf. L2 ED 286 334

Minnesota Curriculum Services Center, White Bear Lake.

Minnesota Technology Demonstration Sites. 51p. 1mf. L1 ED 286 470

Minnesota Higher Education Coordinating Board, St. Paul.

Mathematics: Videotapes for Inservice Training for Active Learning. VITAL Series. 43p. 1mf. L2 ED 286 752

Science: Videotapes for Inservice Training for Active Learning. VITAL Series. 65p. 1mf. L2 ED 286 751

Minnesota State Dept. of Education, St. Paul.

Developing and Improving Your Total Special Education System. Volume 1. 711p. 8mf. L2 ED 286 334

Minnesota Technology Demonstration Sites. 51p. 1mf. L1 ED 286 470

Minnesota Univ., Minneapolis. General Coll.

Learning Disabled College Writers Project, Evaluation Report, 1985-86. 80p. 1mf. L1 ED 286 188

Selective Review of the Professional Literature Concerning the Transition Process of Learning Disabled Adolescents and Adults. 18p. 1mf. L1 ED 286 299

Study of the Relationship among Placement Test Scores and Gender and Ethnicity of Students in Three Insufficient Academic Progress Groups at the End of Fall Quarter, 1985. General College Studies. 26p. 1mf. L1 ED 286 560

Minnesota Univ., Morris.

Mathematics: Videotapes for Inservice Training for Active Learning. VITAL Series. 43p. 1mf. L2 ED 286 752

Science: Videotapes for Inservice Training for Active Learning. VITAL Series. 65p. 1mf. L2 ED 286 751

Minnesota Univ., St. Paul. Agricultural Extension Service.

Keeping Healthy During Stressful Times. A Guide for 4-H Community Club Leaders. 15p. 1mf. L1 ED 286 095

Minnesota Univ., St. Paul. Coll. of Forestry.

Social Sciences in Forestry. A Current Selected Bibliography and Index. No. 71. 102p. 2mf. L2 ED 286 718

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

Auditing Training and Development. Training and Development Research Center. Project Number Nineteen. 20p. 1mf. L1 ED 286 037

Mississippi Association of Colleges for Teacher Education, Inc., Jackson.

Staff Development Project--Mathematics. Grades K-6. Revision. 450p. 5mf. L1 ED 286 725

Missouri Univ., Columbia.

Change in Emphasis (Mathematics in the Transition Years, Grades 7 & 8). 96p. 1mf. L2 ED 286 741

Monsanto Fund, St. Louis, Mo.

Change in Emphasis (Mathematics in the Transition Years, Grades 7 & 8). 96p. 1mf. L2 ED 286 741

Montana Legislative Council, Helena.

Teacher Tenure in Montana: An Investigation of the Laws and Issues. A Report to the 49th Legislature Joint Interim Subcommittee No. 4. 61p. 1mf. L1 ED 286 288

Montana Univ. System, Helena.

Collective Bargaining Agreement between Montana University System and the Northern Montana College Federation of Teachers, July 1, 1985-June 30, 1987. 62p. 1mf. L1 ED 286 439

Collective Bargaining Agreement between Western Montana College Faculty Association (Local 4323, MFT, AFT, AFL-CIO) and the Board of Regents of Higher Education, Montana University System, July 1, 1985-June 30, 1987. 75p. 1mf. L1 ED 286 454

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Annual Report of California Achievement Tests Results, 1985-86. 282p. 3mf. L1 ED 286 894

Preschool Evaluation Report: Year 1 Report. 62p. 1mf. L1 ED 286 337

Mott (C.S.) Foundation, Flint, Mich.

Michigan Household Hazardous Substance Handbook. 145p. 2mf. L1 ED 286 717

Mount Royal Coll., Calgary (Alberta).

Student Flow Model: Issues and Recommendations. 20p. 1mf. L1 ED 286 426

Mount San Antonio Coll., Walnut, Calif.

Evaluation Study of Community Services, Mt. San Antonio College. 65p. 1mf. L1 ED 286 568

Munster Univ. (West Germany). Psychologisches Inst.

Selected Results of a Cross-Sectional/Longitudinal Research on Sex-Role Development in German Children. 49p. 1mf. L1 ED 286 611

Music Library Association, Ann Arbor, MI. Mountain-Plains Chapter.

Microforms in Series Union List. 25p. 1mf. L1 ED 286 525

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.

Secretary's Discretionary Program: Planning Grant To Develop Teacher Incentive Projects. Final Report. Support for Innovative Teacher Projects. 32p. 1mf. L1 ED 286 847

National Academy of Sciences - National Research Council, Washington, DC. Committee on Science, Engineering, and Public Policy.

Technology and Employment. Innovation and Growth in the U.S. Economy. 238p. 3mf. L2 ED 286 063

National Advisory and Co-ordinating Committee on Multicultural Education, Canberra (Australia).

Education in and for a Multicultural Society: Issues and Strategies for Policy Making. 72p. 1mf. L1 ED 286 259

National Association for Campus Activities, Columbia, SC.

Future Perfect: A Guide for Professional Development and Competence. 104p. mf. L3 ED 286 432

Student Activity Fee Primer: Current Research on Collection, Control and Allocation. 64p. mf. L3 ED 286 431

National Association of Elementary School Principals, Alexandria, VA.

Report to Parents: A Collection. 12p. 1mf. L1 ED 286 576

National Association of Secondary School Principals, Reston, Va.

Learning Style Theory and Practice. 53p. 1mf. L2 ED 286 873

Student Motivation. 14p. 1mf. L2 ED 286 284

National Association of Supervisors of Agricultural Education.

Adjustments Needed in Vocational Agriculture Programs To Meet the Employment Needs of the Food and Fiber System in the Next Decade. A Position Paper. 7p. 1mf. L1 ED 286 031

Role of Supervisors of Agricultural Education in Educating Society about Agriculture. A Position Paper. 8p. 1mf. L1 ED 286 032

Vocational Agriculture: A Unique Program That Should Be Retained. A Position Paper. 12p. 1mf. L1 ED 286 030

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

National Longitudinal Study (NLS) of the High School Class of 1972. Basic Institutional Source File machine-readable data file . 28p. 1mf. L3 ED 286 458

National Commission for Employment Policy (DOL), Washington, D.C.

Literacy: The Challenge for Business. 20p. 1mf. L1 ED 286 153

Project Literacy U.S. (PLUS): Information and Resources for Task Forces. 195p. 3mf. L1 ED 286 154

National Council of Teachers of English, Urbana, Ill.

How Writing Shapes Thinking: A Study of Teaching and Learning. NCTE Research Report No. 22. 173p. 2mf. L1 ED 286 205

Recommended English Language Arts Curriculum Guides, K-12, 1987. 34p. 1mf. L1 ED 286 204

Talking into Writing: Exercises for Basic Writers. 69p. 1mf. L1 ED 286 200

National Council on the Aging, Inc., Washington, D.C.

Mature/Older Job Seeker's Guide. 131p. 2mf. L2 ED 286 003

Organizing a Literacy Program for Older Adults. Literacy Education for the Elderly Project. 76p. 1mf. L2 ED 286 001

Tutoring Older Adults in Literacy Programs. Literacy Education for the Elderly Project. 36p. 1mf. L2 ED 286 002

Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor. Literacy Education for the Elderly Project. 56p. 1mf. L2 ED 286 000

National Education Association, Washington, D.C.

Agreement between Association of Pennsylvania State College and University Faculties (APSCUF) and State System of Higher Education (SSHE), July 1, 1985-June 30, 1987. 85p. 1mf. L2 ED 286 455

Agreement between Board of Trustees of Nebraska State Colleges and the State College Education Association, July 1, 1986-June 30, 1989. 26p. 1mf. L1 ED 286 444

Agreement between the Board of Regents of Higher Education and the Massachusetts Teachers Association/NEA, State Colleges of Massachusetts, April 23, 1977-June 30, 1989. 374p. 4mf. L1 ED 286 438

Agreement between the Board of Trustees of the University of Massachusetts on Behalf of the Board of Regents of Higher Education and the Massachusetts Society of Professors Faculty Staff Union/MTA/NEA. 137p. 2mf. L1 ED 286 442

Agreement between the Board of Trustees of the California State University and the California Faculty Association, Unit 3, Faculty, July 1, 1987-June 30, 1991. 130p. 2mf. L1 ED 286 443

Agreement between The State of New York and United University Professions, 1985-1988. 158p. 2mf. L2 ED 286 445

Agreement between University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii, 1987-1989. 99p. 2mf. L1 ED 286 449

Agreement between Western Oregon State College Federation of Teachers and Western Oregon State College, July 1, 1985-June 30, 1987. 33p. 1mf. L1 ED 286 451

Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association, 1986-1989. 66p. 1mf. L1 ED 286 447

Collective Bargaining Agreement between Montana University System and the Northern Montana College Federation of Teachers, July 1, 1985-June 30, 1987. 62p. 1mf. L1 ED 286 439

Collective Bargaining Agreement between Association of Professors, Southern Oregon State College, and Southern Oregon State College, November 27, 1985-June 30, 1987. 36p. 1mf. L2 ED 286 450

Master Agreement between the State of Iowa Board of Regents and the Uni-United Faculty of University of Northern Iowa, July 1, 1987-June 30, 1989. 94p. 1mf. L1 ED 286 448

National Endowment for the Arts, Washington, D.C.

Arts Public in the South: Report #17. 61p. 1mf. L1 ED 286 785

National Endowment for the Arts, Washington, DC. Research Div.

Conditions and Needs of the Professional American Theatre. Report No. 11. 136p. 2mf. L1 ED 286 786

Craft Artist Membership Organizations 1978. Report No. 13. 54p. 1mf. L1 ED 286 789

National Endowment for the Humanities (NFAH), Washington, D.C.

Preservation Planning Program. Study Report. Iowa State University Library. Final Report. 48p. 1mf. L2 ED 286 503

National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.

Estimating the Reliability of Dynamic Variables Requiring Rater Judgment: A Generalizability Paradigm. 23p. 1mf. L1 ED 286 902

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Adaptive Behavioral Outcomes in Adolescents with Developmental Language Disorders. 22p. 1mf. L1 ED 286 301

Eye Movement Control during Reading: I. The Location of Initial Eye Fixations on Words. Technical Report No. 406. 23p. 1mf. L1 ED 286 166

National Inst. of Education (ED), Washington, D.C.

Toward Motivation To Learn: Explorations of Classrooms with a Learning Orientation. 19p. 1mf. L1 ED 286 591

National Inst. of Education (ED), Washington, DC.

Acquisition of English Derivational Morphology. Technical Report No. 407. 33p. 1mf. L1 ED 286 167

Alternatives to Standardized Tests. ERIC Digest. 3p. 1mf. L1 ED 286 938

Coaching for Tests. ERIC Digest. 4p. 1mf. L1 ED 286 939

Computerized Adaptive Testing. ERIC Digest. 4p. 1mf. L1 ED 286 940

Educational Accountability. ERIC Digest. 3p. 1mf. L1 ED 286 551

Finding Information about Tests. ERIC Digest. 4p. 1mf. L1 ED 286 941

How Writing Shapes Thinking: A Study of Teaching and Learning. NCTE Research Report No. 22. 173p. 2mf. L1 ED 286 205

Methods of Securing Alternative Funding for Community Colleges. ERIC Digest. 6p. 1mf. L1 ED 286 552

Probability Estimation and the Use and Neglect of Base-Rate Information. Technical Report. 49p. 1mf. L1 ED 286 759

Status of the Transfer Function. ERIC Digest. 3p. 1mf. L1 ED 286 550

Student Assessment: Humanities. ERIC Digest. 3p. 1mf. L1 ED 286 553

Student Assessment: Literacy. ERIC Digest. 3p. 1mf. L1 ED 286 554

Student Assessment: Science. ERIC Digest. 3p. 1mf. L1 ED 286 555

Student Assessment: Social Science. ERIC Digest. 3p. 1mf. L1 ED 286 556

National Inst. of Mental Health (DHHS), Rockville, Md.

Adaptive Behavioral Outcomes in Adolescents with Developmental Language Disorders. 22p. 1mf. L1 ED 286 301

Early Childhood Teachers' Affectionate Behavior: Differential Expression to Female Children, Male Children, and Groups of Children. 32p. 1mf. L1 ED 286 645

Maternal Employment, Maternal Role Satisfaction and Early Adolescent Outcomes. 35p. 1mf. L1 ED 286 655

Values and Affectivity from a Piagetian Point of View. 66p. 1mf. L1 ED 286 596

National Inst. on Aging (DHHS/PHS), Bethesda, MD.

Identifying Anglo, Mexican American and American Indian Respondents for a Study of Recent Widows: Suggestions for Future Researchers. Working Paper No. 23. 19p. 1mf. L1 ED 286 668

National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

Evaluation of an Elementary School-Based Alcohol Misuse Prevention Program. 19p. 1mf. L1 ED 286 110

National Opinion Research Center, Chicago, Ill.

Economic Attitudes and Attitude Change: The Impact of Economic Instruction in Early Adolescence. 35p. 1mf. L1 ED 286 797

National Science Foundation, Washington, D.C.

Emerging Consensus in Novice Physics Problem Solving Research. 20p. 1mf. L1 ED 286 733

Generation of Spontaneous Analogies by Students Solving Science Problems. 14p. 1mf. L1 ED 286 758

Individual and Organizational Predictors of High School Track Placement. 39p. 1mf. L1 ED 286 111

Math Space Mission. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project. 322p. 4mf. L2 ED 286 719

Method Experts Use To Evaluate the Validity of Models Used as Problem Representations in Science and Mathematics. 26p. 1mf. L1 ED 286 744

Observed Methods for Generating Analogies in Scientific Problem Solving. 43p. 1mf. L1 ED 286 746

Probability Estimation and the Use and Neglect of Base-Rate Information. Technical Report. 49p. 1mf. L1 ED 286 759

Quincy Market. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project. 205p. 3mf. L2 ED 286 721

Sports Shorts. A Product of the Regional Math Network: A Teacher Invigoration and Curriculum Development Project. 319p. 4mf. L2 ED 286 720

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Federal R & D Funding by Budget Function. Fiscal Years 1986-88. 103p. 2mf. L1 ED 286 729

National Support Center for Families of the Aging, Swarthmore, PA.

Families and Aging: Resources for Individuals and Groups. 16p. 1mf. L1 ED 286 137

National Swedish Board of Education, Stockholm.

Functional Opportunities of the School Administration in Municipalities with Local Agencies and Free Municipality Experiments. 11p. 1mf. L1 ED 286 289

Outward Efficiency of Schools. 12p. 1mf. L1 ED 286 290

Swedish in Upper Secondary School--Two Worlds? 9p. 1mf. L1 ED 286 291

National Univ. Continuing Education Association, Washington, DC.

Alumni Continuing Education. 311p. mf. L3 ED 286 397

Natural Sciences and Engineering Research Council, Ottawa (Ontario).

Cognitive Arithmetic: Evidence for the Development of Automaticity. 10p. 1mf. L1 ED 286 732

Nebraska Library Commission, Lincoln.

Have a Bearable Summer-Read: An Activity Guide. 154p. 2mf. L1 ED 286 146

Have a Bearable Summer: '86 Summer Reading Program Planning Manual. 74p. 1mf. L1 ED 286 147

Your Library--Greatest Show of All! A Planning Manual. 94p. 1mf. L1 ED 286 148

Your Library--Greatest Show of All! Activity Manual. 272p. 3mf. L1 ED 286 160

Nebraska State Coll. Education Association.

Agreement between Board of Trustees of Nebraska State Colleges and the State College Education Association, July 1, 1986-June 30, 1989. 26p. 1mf. L1 ED 286 444

Nebraska State Colleges, Lincoln.

Agreement between Board of Trustees of Nebraska State Colleges and the State College Education Association, July 1, 1986-June 30, 1989. 26p. 1mf. L1 ED 286 444

Nebraska Univ., Lincoln. Barkley Memorial Center.

Career Development for Persons with Learning Disabilities. Postsecondary Intervention Model for Learning Disabilities. Study Manual #5. 21p. 1mf. L1 ED 286 312

Self-Advocacy and Assertiveness for the Learning Disabled College Student and How To Use Self-Advocacy Skills. Postsecondary Intervention Model for Learning Disabilities. Study Manual #4 and Study Manual #4, Part II. 24p. 1mf. L1 ED 286 311

Test Preparation and Test Taking Techniques. Postsecondary Intervention Model for Learning Disabilities. Study Manual #1. 19p. 1mf. L1 ED 286 308

Word Study: A Problem-Solving Strategy for Reading Comprehension. Postsecondary Intervention Model for Learning Disabilities. Study Manual #2. 21p. 1mf. L1 ED 286 309

Writing: The Research Paper. Postsecondary Intervention Model for Learning Disabilities. Study Manual #3. 17p. 1mf. L1 ED 286 310

Nevada Univ., Reno. Research and Educational Planning Center.

Reaching Math Potential. 178p. 2mf. L1 ED 286 709

New Jersey State Coll. System.

Agreement between The State of New Jersey and the Council of New Jersey State College Locals (New Jersey State College System), NJSFT, AFT, AFL-CIO, July 1, 1986-June 30, 1989. 72p. 1mf. L2 ED 286 446

New Jersey State Dept. of Education, Trenton.

Teaching about Teaching: Selected Resources and Classroom Activities. 28p. 1mf. L1 ED 286 872

New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.

Effective Practices in Secondary Basic Skills Programs: A Compendium of Case Studies. 227p. 3mf. L1 ED 286 986

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Into the Twenty-First Century: Comprehensive Planning for Secondary Vocational Education in New Jersey. 45p. 1mf. L1 ED 286 064

New Jersey State Federation of Teachers.
Agreement between The State of New Jersey and the Council of New Jersey State College Locals (New Jersey State College System), NJSFT, AFT, AFL-CIO, July 1, 1986-June 30, 1989.
72p. 1mf. L2 ED 286 446

New York City Board of Education, Brooklyn. Office of Educational Assessment.
Equating of 1985 to 1986 Citywide Reading and Mathematics Tests.
61p. 1mf. L1 ED 286 903

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Alvin Ailey--Theatre Activity Packet.
54p. 1mf. L2 ED 286 235
Dance Theatre of Harlem--Theater Activity Packet.
60p. 1mf. L2 ED 286 247
Family Living Including Sex Education: Grades K Through 12. Third Edition.
267p. 3mf. L2 ED 286 127
Family Living Including Sex Education: Supplementary Material Related to AIDS.
27p. 1mf. L2 ED 286 128
Family Living Including Sex Education: Supplementary Material Related to Helping Children Protect Themselves from Sexual Abuse.
27p. 1mf. L2 ED 286 129
Mathematics Staff Development Program, Grades 3 and 6, 1986-1987. Volume 2.
193p. 3mf. L2 ED 286 768
New Teachers Mathematics Staff Development, Junior High School.
191p. 2mf. L2 ED 286 766
New Teachers Mathematics Staff Development, High School.
186p. 2mf. L2 ED 286 765
New Teachers Mathematics Staff Development, Grades 3-6.
245p. 3mf. L2 ED 286 767
Nutcracker--Theater Activity Packet.
60p. 1mf. L2 ED 286 248
Stock Market Game, an Educator's Guide. Elementary School Edition Grades 6-8 .
70p. 1mf. L2 ED 286 812
Wind in the Willows--Theatre Activity Packet.
34p. 1mf. L2 ED 286 246

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
Creating Least Restrictive Learning Environments: A Guide for Mainstreaming. Curriculum Bulletin, 1977-78 Series, No. 10.
179p. 2mf. L2 ED 286 336
Oral Communication, Grades K-6. Curriculum Bulletin No. 2. 1976-77 Series.
184p. 2mf. L2 ED 286 224
Watergate: A Teaching Unit. Curriculum Project Report No. 4040. Experimental Edition.
75p. 1mf. L2 ED 286 813

New York City Board of Education, Brooklyn, N.Y. Office of Special Education and Pupil Personnel Services.
Creating Least Restrictive Learning Environments: A Guide for Mainstreaming. Curriculum Bulletin, 1977-78 Series, No. 10.
179p. 2mf. L2 ED 286 336

New York State Div. for Youth, Albany.
Annual Statistical Report Program Operations 1985. New York State Division for Youth.
133p. 2mf. L1 ED 286 961
Annual Statistical Report, Program Operations 1986. New York State Division for Youth.
143p. 2mf. L1 ED 286 962

New York State Education Dept., Albany.
Fiscal Indicators for Postsecondary Education in New York State, 1980-81 through 1984-85.
67p. 1mf. L1 ED 286 427
New York State Teacher Resource and Computer Training Center Program. Report to the Governor and Legislature.
61p. 1mf. L1 ED 286 843

New York State Education Dept., Albany. Center for Learning Technologies.
Video Vision. A Publication on Instructional Television, Video Production, and Distance Learning.
70p. 1mf. L1 ED 286 468

New York State Education Dept., Albany. Div. of Adult and Continuing Education Programs.
Adult Literacy Education Program. New York State. Participant Date 1985-1986.
32p. 1mf. L1 ED 286 004

New York State Education Dept., Albany. Div. of Program Development.
Latin for Communication. New York State Syllabus.
67p. 1mf. L1 ED 286 379
Modern Languages for Communication. New York State Syllabus.
48p. 1mf. L1 ED 286 378

New York State Education Dept., Albany. Office of Special Demonstration Programs.
Regional High School of Excellence Study Project. Northern Chautauqua County, 1985-1987.
286p. 3mf. L1 ED 286 261

New York State Education Dept., Albany. Office of the Professions.
Medicine Handbook.
86p. 1mf. L1 ED 286 418

New York State Executive Office, Albany.
Agreement between The State of New York and United University Professions, 1985-1988.
158p. 2mf. L2 ED 286 445

New York State Library, Albany.
Libraries & Technology. A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State.
25p. 1mf. L1 ED 286 523
Library Service to the People of New York State. A Long-Range Program, October 1, 1987-September 30, 1992, for the Improvement of Library Services Utilizing Local, State and Federal Resources. Supplement 1: LSCA Program Purposes: Needs and Intended Actions. Supplement 2: Policy Guidelines on the Administration of LSCA funds, 1987-88.
88p. 1mf. L1 ED 286 536

New Zealand Dept. of Education, Wellington.
Closing the Loop--Improving Energy Management in Schools. Energy Research Group Report.
117p. 2mf. L1 ED 286 274
Second IEA Mathematics Study. Sampling Report.
229p. 3mf. L1 ED 286 708

Newark Board of Education, NJ. Dept. of Curriculum Services.
Evaluation of the Newark School District Twice-Retained Program 1985-1986. DRET Report No. 34.
81p. 1mf. L1 ED 286 887

Niagara County Community Coll., Sanborn, N.Y.
Focus on Faculty: A Report on Professional Development at Niagara County Community College 1985-86.
23p. 1mf. L1 ED 286 570

North Carolina State Dept. of Public Instruction, Raleigh.
State Plan for the Prevention of Child Abuse and Neglect.
25p. 1mf. L1 ED 286 123

North Carolina State Dept. of Public Instruction, Raleigh. Personnel Services Area.
Certification Manual. North Carolina Public School Professional Personnel.
101p. 2mf. L1 ED 286 866

North Central Regional Center for Rural Development, Ames, Iowa.
Farm Crisis Response: Extension and Research Activities in the North Central Region.
73p. 1mf. L1 ED 286 706

North Central Regional Educational Lab., Elmhurst, IL.
Strategic Teaching and Learning: Cognitive Instruction in the Content Areas.
176p. 2mf. L2 ED 286 858

North Dakota State Dept. of Public Instruction, Bismarck.
Professional Development Model: A "Wholistic" Approach.
18p. 1mf. L1 ED 286 868

North Dakota Univ., Fargo. Dept. of Agriculture and Applied Science.
People Extra: North Dakota and United States Situational Issues Related to and Influences upon--Families (Single Persons, Single Parents, Parent-Child, Married).
31p. 1mf. L1 ED 286 595

North Dakota Univ., Grand Forks. Bureau of Business and Economic Research.
Health Care Marketing: Opinions of Providers. North Dakota Economic Studies, Number 46.
91p. 1mf. L1 ED 286 119

North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Dealing with Feelings and A District-Wide Writing Assessment.
11p. 1mf. L1 ED 286 192

Northern Iowa Univ., Great Falls.
Master Agreement between the State of Iowa Board of Regents and the Uni-United Faculty of University of Northern Iowa, July 1, 1987-June 30, 1989.
94p. 1mf. L1 ED 286 448

Northern Michigan Univ., Marquette. School of Education.
Facilitator's Guide to Staff Training for the Rural America Series. Module XIV: Case Studies. Research and Development Series No. 149O.
40p. 1mf. L1 ED 286 686
Facilitator's Guide to Staff Training for the Rural America Series. Module VIII: Placement. Research and Development Series No. 149I.
30p. 1mf. L1 ED 286 680
Facilitator's Guide to Staff Training for the Rural America Module X: Community Relations and Involvement. Research and Development Series No. 149K.
28p. 1mf. L1 ED 286 682
Facilitator's Guide to Staff Training for the Rural America Series. Appendix A: Evaluation Procedures and Multiple Day Workshop Questionnaire. Research and Development Series No. 149P.
43p. 1mf. L1 ED 286 687
Facilitator's Guide to Staff Training for the Rural America Series. Module V: Resources. Research and Development Series No. 149F.
36p. 1mf. L1 ED 286 677
Facilitator's Guide to Staff Training for the Rural America Series. Module VII. Counseling. Research and Development Series No. 149H.
50p. 1mf. L1 ED 286 679
Facilitator's Guide to Staff Training for the Rural America Series. Module IX: Staff Development. Research and Development Series No. 149J.
29p. 1mf. L1 ED 286 681
Facilitator's Guide to Staff Training for the Rural America Series. Module XII: Evaluation. Research and Development Series No. 149M.
44p. 1mf. L1 ED 286 684
Facilitator's Guide to Staff Training for the Rural America Series. Module XIII: Cooperative Agreements with Business, Industry and Labor. Research and Development Series No. 149N.
42p. 1mf. L1 ED 286 685
Facilitator's Guide to Staff Training for the Rural America Series. Module 1: Understanding the Need. Research and Development Series No. 149B.
63p. 1mf. L1 ED 286 673
Facilitator's Guide to Staff Training for the Rural America Series. Introduction. Research and Development Series No. 149A.
21p. 1mf. L1 ED 286 672
Facilitator's Guide to Staff Training for the Rural America Series. Module III: Needs Assessment. Research and Development Series No. 149D.
54p. 1mf. L1 ED 286 675
Facilitator's Guide to Staff Training for the Rural America Series. Module II: Initial Planning. Research and Development Series No. 149C.
52p. 1mf. L1 ED 286 674
Facilitator's Guide to Staff Training for the Rural America Series. Module XI: Community Perspectives. Research and Development Series No. 149L.
34p. 1mf. L1 ED 286 683
Facilitator's Guide to Staff Training for the Rural America Series. Module IV: Behavioral and Program Objectives. Research and Development Series No. 149E.
46p. 1mf. L1 ED 286 676
Facilitator's Guide to Staff Training for the Rural America Series. Module VI: Career Guidance Practices. Research and Development Series No. 149G.
34p. 1mf. L1 ED 286 678
Facilitator's Guide to Staff Training for the Rural America Series. Transparency Masters, Modules I-XIV. Research and Development Series No. 149R.
102p. 2mf. L1 ED 286 689
Facilitator's Guide to Staff Training for the Rural America Series. Participant Materials, Modules I-XIV. Research and Development Series No. 149Q.
171p. 2mf. L1 ED 286 688

Northwest Regional Educational Lab., Portland, Oreg.
Profile of Pacific Schools.
172p. 2mf. L1 ED 286 976
Statewide Education Databases: Policy Issues. Discussion Draft.
16p. 1mf. L1 ED 286 256

Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Difference between Task Understanding and Reasoning Skills in Children's Syllogistic Performance.
27p. 1mf. L1 ED 286 373
Hupa Activity Book.
203p. 3mf. L1 ED 286 691

Office of Educational Research and Improvement (ED), Washington, D.C.
Counseling Underachievers: A Counselor's Guide to Helping Students Improve Their Academic Performance.
65p. 1mf. L1 ED 286 112
Lowering the Dropout Rate: The Experiences of Urban Superintendents.
73p. 1mf. L1 ED 286 966

Office of Educational Research and Improvement (ED), Washington, DC.
Classroom Task Environments and Students' Task-Related Beliefs. Research Series No. 184.
35p. 1mf. L1 ED 286 861
Cognitive Learning in the Environment: Secondary Students. ERIC/SMEAC Environmental Education Digest No. 1, 1987.
3p. 1mf. L1 ED 286 756
Controversies Surrounding Developmental Education in the Community College. ERIC Digest.
6p. 1mf. L1 ED 286 557
Dealing with Dropouts: The Urban Superintendents' Call to Action.
90p. 1mf. L1 ED 286 992
Enrollment Management. ERIC Digest.
6p. 1mf. L1 ED 286 558
Establishing an Outdoor Education Organization. ERIC Digest.
4p. 1mf. L1 ED 286 701
Formal Recognition of Employer-Sponsored Instruction: Conflict and Collegiality in Postsecondary Education. ASHE-ERIC Higher Education Report No. 3, 1987.
128p. 2mf. L1 ED 286 437
High School-Community College Collaboration. ERIC Digest.
6p. 1mf. L1 ED 286 559
Higher Education Administrative Costs: Continuing the Study.
90p. 1mf. L1 ED 286 460
Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide. ERIC Mini-Review.
6p. 1mf. L1 ED 286 698
Issues in Student Assessment. New Directions for Community Colleges, Number 59.
122p. 2mf. L1 ED 286 547
Legal Issues in Minimum Competency Testing. ERIC Digest.
3p. 1mf. L1 ED 286 942
Measurement Implications of "A Nation at Risk." ERIC Digest.
4p. 1mf. L1 ED 286 943
Meeting the Challenge: Computers and Higher Order Thinking. A Research Agenda. Program Report 86-15. Report of a Research Conference Held at the National Academy of Sciences (Washington, DC, October 31-November 1, 1985).
27p. 1mf. L1 ED 286 467
Migrant Student Record Transfer System: What Is It and Who Uses It? ERIC Digest.
4p. 1mf. L1 ED 286 700
Motivating American Indians into Graduate Studies. ERIC Digest.
4p. 1mf. L1 ED 286 703
OERI Directory of Computer Tapes. May 1987 and Supplement. September 1987.
31p. 1mf. L1 ED 286 475
On the Front Lines: A Comparison of Reading Instruction Programs in Two South Carolina Schools.
33p. 1mf. L1 ED 286 155
Parents: Here's How To Make School Visits Work.
13p. 1mf. L1 ED 286 864
Parents' Roles and Responsibilities in Indian Education. Fact Sheet.
4p. 1mf. L1 ED 286 704
Profile of Pacific Schools.
172p. 2mf. L1 ED 286 976
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies. ERIC Digest.
4p. 1mf. L1 ED 286 705
Recommended English Language Arts Curriculum Guides, K-12, 1987.
34p. 1mf. L1 ED 286 204
Research on Teacher Effects: Uses and Abuses. Occasional Paper No. 116.
43p. 1mf. L1 ED 286 860
Resources in Education (RIE). Volume 23, Number 2.
p. mf. L2 ED 285 967
Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconceptions Research. ERIC/SMEAC Science Education Digest No. 2, 1987.
3p. 1mf. L1 ED 286 757
Statewide Education Databases: Policy Issues. Discussion Draft.
16p. 1mf. L1 ED 286 256
Talking into Writing: Exercises for Basic Writers.
69p. 1mf. L1 ED 286 200
Target Forecast. Public School Teachers.
3p. 1mf. L1 ED 286 867
Teacher Competency Testing. ERIC Digest.
4p. 1mf. L1 ED 286 944
Teachers' Perspectives on the Problems of Their Profession: Implications for Policymakers and Practitioners.
67p. 1mf. L1 ED 286 828
Teaching about the Soviet Union. ERIC Digest No. 42.
4p. 1mf. L1 ED 286 818
Utilizing Available Resources at the Local Level. Fact Sheet.
4p. 1mf. L1 ED 286 702

Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
Effective Teacher Selection: From Recruitment to Retention--Case Studies. A Rand Note.
217p. 3mf. L2 ED 286 865

Office of Human Development Services (DHHS), Washington, D.C.
Applying Automation to Investigations of Child Abuse. Impact Evaluation Report on the Case Decision Project (September 1, 1984, to August 31, 1986).
225p. 3mf. L1 ED 286 592
Child Care Food Program and Family Day Care: A How-To Manual.
110p. 2mf. L1 ED 286 632
Family Day Care: An Option for Rural Communities.
80p. 1mf. L1 ED 286 631

Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Understanding Charts and Graphs. Technical Report #8.
94p. 1mf. L1 ED 286 495

Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Experiments on Learning by Back Propagation.
54p. 1mf. L1 ED 286 930

Office of Refugee Resettlement (DHHS), Washington, D.C.
MELT Bibliography. Materials Correlated with the Core Curriculum Competencies of the Mainstream English Language Training Project, Office of Refugee Resettlement.
293p. 4mf. L1 ED 286 074

Office of Special Education (ED), Washington, D.C.
Steps to Independence: A Resource Guide for Parents of Young Children.
59p. 1mf. L1 ED 286 651

Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Career Development for Persons with Learning Disabilities. Postsecondary Intervention Model for Learning Disabilities. Study Manual #5.
21p. 1mf. L1 ED 286 312
I'M SPECIAL Network. Final Report. National Dissemination Model for the I'M SPECIAL Program of Physical Education for the Handicapped, 1983-1986.
187p. 2mf. L1 ED 286 333
Selective Review of the Professional Literature Concerning the Transition Process of Learning Disabled Adolescents and Adults.
18p. 1mf. L1 ED 286 299
Self-Advocacy and Assertiveness for the Learning Disabled College Student and How To Use Self-Advocacy Skills. Postsecondary Intervention Model for Learning Disabilities. Study Manual #4 and Study Manual #4, Part II.
24p. 1mf. L1 ED 286 311
Study of Job Clubs for Two-Year College Students with Learning Disabilities.
220p. 3mf. L1 ED 286 026
Test Preparation and Test Taking Techniques. Postsecondary Intervention Model for Learning Disabilities. Study Manual #1.
19p. 1mf. L1 ED 286 308
Word Study: A Problem-Solving Strategy for Reading Comprehension. Postsecondary Intervention Model for Learning Disabilities. Study Manual #2.
21p. 1mf. L1 ED 286 309
Writing: The Research Paper. Postsecondary Intervention Model for Learning Disabilities. Study Manual #3.
17p. 1mf. L1 ED 286 310

Office of Vocational and Adult Education (ED), Washington, DC.
Bilingual Microcomputer Business Skills Course. Vol. I. Joint Lesson 1-7.
387p. 5mf. L1 ED 286 023
Bilingual Microcomputer Business Skills Course. Vol. II. Joint Lesson 8-14.
323p. 4mf. L1 ED 286 024
Bilingual Microcomputer Business Skills Course. Vol. III. Joint Lesson 15-19.
221p. 3mf. L1 ED 286 025
Bilingual Vocational Education. Project Abstracts 1987-1988.
28p. 1mf. L1 ED 286 067
Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program. An Instructional Guide.
76p. 1mf. L1 ED 286 046

Ohio Education Association, Columbus.
Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association, 1986-1989.
66p. 1mf. L1 ED 286 447

Ohio State Council on Vocational Education, Westerville.
Business-Industry Involvement in Vocational-Technical Education at the Local Level.
37p. 1mf. L1 ED 286 076
Handbook on Mainstreaming Handicapped Students in Vocational Education. Second Edition.
33p. 1mf. L1 ED 286 079
Organized Labor Involvement in Vocational-Technical Education at the Local Level.
37p. 1mf. L1 ED 286 077
Strengthening Academics in Vocational-Technical Education in Ohio.
32p. 1mf. L1 ED 286 078

Ohio State Univ., Columbus. Dept. of Linguistics.
Computer Applications in Information Systems. Proceedings of a Workshop (Cape Town, South Africa, November 26-27, 1985). University of Cape Town School of Librarianship Continuing Education Series Number 1.
222p. 3mf. L1 ED 286 383
Finnish Particle Clitics and General Clitic Theory. Working Papers in Linguistics No. 33.
171p. 2mf. L1 ED 286 381
Interfaces. Working Papers in Linguistics No. 32.
167p. 2mf. L1 ED 286 380
Studies on Language Change. Working Papers in Linguistics No. 34.
171p. 2mf. L1 ED 286 382

Ohio State Univ., Columbus. Mershon Center.
American History and National Security: Supplementary Lessons for High School Courses.
222p. 3mf. L2 ED 286 809

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Facilitator's Guide to Staff Training for the Rural America Series. Module XIV: Case Studies. Research and Development Series No. 149O.
40p. 1mf. L1 ED 286 686
Facilitator's Guide to Staff Training for the Rural America Series. Module XIII: Cooperative Agreements with Business, Industry and Labor. Research and Development Series No. 149N.
42p. 1mf. L1 ED 286 685
Facilitator's Guide to Staff Training for the Rural America Module X: Community Relations and Involvement. Research and Development Series No. 149K.
28p. 1mf. L1 ED 286 682
Facilitator's Guide to Staff Training for the Rural America Series. Module V: Resources. Research and Development Series No. 149F.
36p. 1mf. L1 ED 286 677
Facilitator's Guide to Staff Training for the Rural America Series. Module VIII: Placement. Research and Development Series No. 149I.
30p. 1mf. L1 ED 286 680
Facilitator's Guide to Staff Training for the Rural America Series. Module IV: Behavioral and Program Objectives. Research and Development Series No. 149E.
46p. 1mf. L1 ED 286 676
Facilitator's Guide to Staff Training for the Rural America Series. Appendix A: Evaluation Procedures and Multiple Day Workshop Questionnaire. Research and Development Series No. 149P.
43p. 1mf. L1 ED 286 687
Facilitator's Guide to Staff Training for the Rural America Series. Participant Materials, Modules I-XIV. Research and Development Series No. 149Q.
171p. 2mf. L1 ED 286 688
Facilitator's Guide to Staff Training for the Rural America Series. Transparency Masters, Modules I-XIV. Research and Development Series No. 149R.
102p. 2mf. L1 ED 286 689
Facilitator's Guide to Staff Training for the Rural America Series. Module XI: Community Perspectives. Research and Development Series No. 149L.
34p. 1mf. L1 ED 286 683
Facilitator's Guide to Staff Training for the Rural America Series. Module XII: Evaluation. Research and Development Series No. 149M.
44p. 1mf. L1 ED 286 684
Facilitator's Guide to Staff Training for the Rural America Series. Module VII. Counseling. Research and Development Series No. 149H.
50p. 1mf. L1 ED 286 679
Facilitator's Guide to Staff Training for the Rural America Series. Module VI: Career Guidance Practices. Research and Development Series No. 149G.
34p. 1mf. L1 ED 286 678
Facilitator's Guide to Staff Training for the Rural America Series. Module II: Initial Planning. Research and Development Series No. 149C.
52p. 1mf. L1 ED 286 674
Facilitator's Guide to Staff Training for the Rural America Series. Module IX: Staff Development. Research and Development Series No. 149J.
29p. 1mf. L1 ED 286 681
Facilitator's Guide to Staff Training for the Rural America Series. Introduction. Research and Development Series No. 149A.
21p. 1mf. L1 ED 286 672
Facilitator's Guide to Staff Training for the Rural America Series. Module 1: Understanding the Need. Research and Development Series No. 149B.
63p. 1mf. L1 ED 286 673
Facilitator's Guide to Staff Training for the Rural America Series. Module III: Needs Assessment. Research and Development Series No. 149D.
54p. 1mf. L1 ED 286 675
Study of Job Clubs for Two-Year College Students with Learning Disabilities.
220p. 3mf. L1 ED 286 026

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources materials. Supplement 31, 1987.
176p. 2mf. L1 ED 286 755

Oklahoma State Univ., Stillwater.
Distance Education: Index to ERIC Papers, 1966-1985. Volume One: ED Documents.
55p. 1mf. L1 ED 286 497

Ontario Dept. of Education, Toronto.
Evaluation of the Effectiveness of Computer-Assisted Component Reading Subskills Training. Education and Technology Series.
236p. 3mf. L1 ED 286 163

Ontario Inst. for Studies in Education, Toronto.
Second International Mathematics Study. Training Manual for Use of the Databank of the Longitudinal, Classroom Process Surveys for Population A in the IEA Second International Mathematics Study. Contractor's Report.
109p. 2mf. L1 ED 286 707
Second International Mathematics Study; Longitudinal, Classroom Process Surveys for Population A: Students, Teachers, and Schools, 1981-1982 machine-readable data file .
193p. 3mf. L3 ED 286 769

Orange County Public Schools, Orlando, Fla.
Marketable Skills and Jobs for Single Teen Parents. Final Report, Project No. 480-15170-7-1D05, July 1, 1986 to June 30, 1987.
84p. 1mf. L1 ED 285 986

Oregon Law-Related Education Project, Portland.
Pets: A Third/Fourth Grade Law-Related Education Unit. Teaching Students about Responsibility through Pet Ownership.
34p. 1mf. L1 ED 286 772
Teaching Citizenship through Children's Literature.
119p. 2mf. L1 ED 286 771

Oregon State Dept. of Education, Salem.
At-Risk Youth Planning Document for the State Board of Education and the Oregon Department of Education.
86p. 1mf. L1 ED 286 124
Kindergarten Issues: A Position Paper.
27p. 1mf. L1 ED 286 598

Oregon State Univ., Corvallis.
Eliminating Sexism in the Classroom.
15p. 1mf. L1 ED 286 393

Oregon Univ., Eugene. Inst. of Recreation Research and Service.
Preparing Effective Outdoor Pursuit Leaders.
130p. 2mf. L2 ED 286 692

Organisation for Economic Cooperation and Development, Paris (France).
Post-Graduate Education in the 1980s.
85p. 1mf. L2 ED 286 415

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Multicultural Education.
351p. 4mf. L1 ED 286 991

ORI, Inc., Bethesda, Md. Information Systems Div.
Resources in Education (RIE). Volume 23, Number 2.
p. mf. L2 ED 285 967

Parkway School District, St. Louis, MO.
Change in Emphasis (Mathematics in the Transition Years, Grades 7 & 8).
96p. 1mf. L2 ED 286 741

Peace Corps, Washington, D.C.
Malawi 1984 Final Training Report. Volume I: Administrative Summary. Volume II: Details of Sessions and Experiences.
280p. 3mf. L1 ED 285 968

Peninsula Library System, Belmont, CA.
ASQ: Asking Significant Questions. Alternative Tools for Information Need and Accountability Assessments by Libraries.
428p. 5mf. L1 ED 286 519

Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult and Continuing Education.
Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program. An Instructional Guide.
76p. 1mf. L1 ED 286 046

Pennsylvania State System of Higher Education.
Agreement between Association of Pennsylvania State College and University Faculties (APSCUF) and State System of Higher Education (SSHE), July 1, 1985-June 30, 1987.
85p. 1mf. L2 ED 286 455

Pennsylvania State Univ., University Park. Coll. of Agriculture.
Using Pesticides Safely. Special Circular 296.
13p. 1mf. L1 ED 286 671

Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
Adult Literacy and Technology Conference Proceedings (University Park, Pennsylvania, June 4-7, 1987).
73p. 1mf. L2 ED 286 066

Pew Memorial Trust, Philadelphia, Pa.
Essentials of College and University Education for Professional Nursing. Final Report.
34p. 1mf. L1 ED 286 391

Pinellas County School Board, Clearwater, Fla.
Review of Computer Software for Home Economics.
53p. 1mf. L1 ED 285 987
Review of Home Economics Computer Software for Sex Bias and Stereotyping. Final Report from July 1, 1986 to June 30, 1987.
18p. 1mf. L1 ED 285 995

Pinellas Vocational Technical Inst., Clearwater, FL.
Career Planning/Readiness Program for Single Parents and Homemakers. Final Report, from July 1, 1986 to June 30, 1987.
52p. 1mf. L1 ED 285 989

Pittsburg State Univ., Kans.
Challenging the Future. The University Marketing Report, 1985.
339p. 4mf. L1 ED 286 395

Pittsburgh Univ., Pa. Race Desegregation Assistance Center.
Equity and Excellence: A Response to "A Nation at Risk." Delaware Spring Regional Workshop (Wilmington, Delaware, May 2-3, 1984).
96p. 1mf. L1 ED 286 965

Planned Parenthood Federation of America, Inc., New York, N.Y.
Planned Parenthood Harris Poll Findings: Teens' Sexuality Knowledge and Beliefs.
38p. 1mf. L1 ED 286 086

Please Touch Museum for Children, Philadelphia, PA.
Red, White and Blue--Childhood and Citizenship.
29p. 1mf. L1 ED 286 821

PLUS (Project Literacy U.S.).
Literacy: The Challenge for Business.
20p. 1mf. L1 ED 286 153
Project Literacy U.S. (PLUS): Information and Resources for Task Forces.
195p. 3mf. L1 ED 286 154

Population Reference Bureau, Inc., Washington, D.C.
America's Welfare Population: Who Gets What? Population Trends and Public Policy Report No. 13.
21p. 1mf. L1 ED 286 970

Portland Public Schools, OR. Research and Evaluation Dept.
Portland Writing Project in the Portland Public Schools, Evaluation Report, 1986-87.
34p. 1mf. L1 ED 286 187

Portland State Univ., Oreg.
Collective Bargaining Agreement between Portland State University Faculty Association, Local 3571, American Federation of Teachers, AFL-CIO, and Portland State University, October 18, 1985-June 30, 1987.
28p. 1mf. L2 ED 286 456

Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
Cancer Prevention Programs in the Workplace. WBGH Worksite Wellness Series.
68p. 1mf. L2 ED 286 009
Developing Healthy Companies through Human Resources Management. WBGH Worksite Wellness Series.
66p. 1mf. L2 ED 286 012
Employees as Leaders/Decision-Makers in Worksite Wellness Programs. WBGH Worksite Wellness Series.
62p. 1mf. L2 ED 286 011
Health Promotion and the Labor Union Movement. WBGH Worksite Wellness Series.
34p. 1mf. L2 ED 286 022
Nutrition Programs in the Workplace. WBGH Worksite Wellness Series.
42p. 1mf. L2 ED 286 014
Physical Fitness Programs in the Workplace. WBGH Worksite Wellness Series.
55p. 1mf. L2 ED 286 016

(Continued)

(Continued)

Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
Preventing Alcohol and Drug Abuse through Programs at the Workplace. WBGH Worksite Wellness Series.
53p. 1mf. L2 ED 286 010
Promoting Prenatal Health in the Workplace. WBGH Worksite Wellness Series.
41p. 1mf. L2 ED 286 017
Reducing Smoking at the Workplace. WBGH Worksite Wellness Series.
37p. 1mf. L2 ED 286 020
Safety Belt Programs at the Workplace. WBGH Worksite Wellness Series.
54p. 1mf. L2 ED 286 018
Stress Management in the Workplace. WBGH Worksite Wellness Series.
38p. 1mf. L2 ED 286 021
Using Incentives To Promote Employee Health. WBGH Worksite Wellness Series.
44p. 1mf. L2 ED 286 013
Wellness for Older Workers and Retirees. WBGH Worksite Wellness Series.
70p. 1mf. L2 ED 286 015
Wellness in Small Businesses. WBGH Worksite Wellness Series.
21p. 1mf. L2 ED 286 019

Public/Private Ventures, Philadelphia, PA.
Summer Training and Education Program (STEP): The Experience of Hispanic Participants in the Summer of 1985.
58p. 1mf. L2 ED 286 697

Puerto Rico State Dept. of Education, Hato Rey. Area for Vocational and Technical Education.
Needs Assessment Study of Vocational, Technical, and High Skills Education Programs 1986-1987.
141p. 2mf. L1 ED 286 065

Queensborough Community Coll., Bayside, N.Y.
College Discovery Pre-Freshman Summer Program: Longitudinal Academic Outcomes for 1985 and 1986 and Program Data for 1987.
89p. 1mf. L1 ED 286 546

Rand Corp., Santa Monica, Calif.
Effective Teacher Selection: From Recruitment to Retention--Case Studies. A Rand Note.
217p. 3mf. L2 ED 286 865

Rhode Island Coll., Providence.
Agreement between the Rhode Island Board of Governors and Rhode Island College Chapter of the American Federation of Teachers AFL/CIO Local #1819, 1985-87.
92p. 1mf. L1 ED 286 441

Rhode Island State Board of Governors, Providence.
Agreement between the Rhode Island Board of Governors and Rhode Island College Chapter of the American Federation of Teachers AFL/CIO Local #1819, 1985-87.
92p. 1mf. L1 ED 286 441

Rio Salado Community Coll., Ariz.
ABET: Adult Basic Education Tele-teacher. A 310/Special Demonstration Project, 1986-87. Final Report.
12p. 1mf. L1 ED 286 575
AzALL: Arizona Adult Literacy Line, 1986-1987. Final Report.
13p. 1mf. L1 ED 286 574
Countywide Adult Basic Education Program. Final Report, 1986-1987.
9p. 1mf. L1 ED 286 572
Videodisc Education in Adult Basic Education. A 310 Special Demonstration Project, 1986-1987. Final Report.
11p. 1mf. L1 ED 286 573

Robert Wood Johnson Foundation, New Brunswick, N.J.
Robert Wood Johnson Foundation Special Report Number One. The Foundation's Minority Medical Training Programs.
25p. 1mf. L1 ED 286 410

Rochester City School District, N.Y.
Secondary School Profiles, 1985-1986. Rochester City School District. Includes New York State Comprehensive Assessment Report Data.
144p. 2mf. L1 ED 286 888

Rockefeller Foundation, New York, N.Y.
Education in a Changing South: New Policies, Patterns and Programs. Report on the Continuing Conference (Atlanta, Georgia, November 19-20, 1986). Current Themes in Rural and Urban Education.
39p. 1mf. L1 ED 286 967

Roosevelt Univ., Chicago, Ill.
Racial Differentials in Younger Male Occupational Mobility Over the Business Cycle, 1966-1975.
11p. 1mf. L1 ED 286 969

Saint Louis Community Coll. at Florissant Valley, Mo.
Study of the Relationship between Reading, Computational, and Critical Thinking Skills and Academic Success in Fundamentals of Chemistry.
8p. 1mf. L1 ED 286 569

Saint Louis Public Schools, Mo.
Manual for Implementing Project Equity: A Sex Equity Law-Related Education Program.
36p. 1mf. L1 ED 286 776

Saint Mary's Univ., San Antonio, Tex.
Using the Appleworks Word Processor (A Self-Paced Manual).
27p. 1mf. L1 ED 286 477

San Diego City Schools, Calif.
Guidelines for Implementing the 240-Minute Kindergarten Program.
16p. 1mf. L1 ED 286 599

Santa Fe Community Coll., Gainesville, Fla.
Focus on Careers. A Program for Single Parents or Homemakers. Final Report, Project No. 7-2005, from July 1, 1986 to June 30, 1987.
58p. 1mf. L1 ED 285 985

Saskatchewan Dept. of Education, Regina.
Communication across the Curriculum: A Common Essential Learning for Saskatchewan Students. A Study Completed for Saskatchewan Education Core Curriculum Investigation Project. Summary Paper.
69p. 1mf. L1 ED 286 221
Creative and Critical Thinking as Common Essential Learnings for Saskatchewan Schools.
140p. 2mf. L1 ED 286 152
Technological Literacy. A Common Essential Learning for Saskatchewan Students.
68p. 1mf. L1 ED 286 737

Saskatchewan Univ., Saskatoon. Dept. of Curriculum Studies.
Technological Literacy. A Common Essential Learning for Saskatchewan Students.
68p. 1mf. L1 ED 286 737

Save the Children, Atlanta, GA. Southern States Office.
Child Care Food Program and Family Day Care: A How-To Manual.
110p. 2mf. L1 ED 286 632
Family Day Care: An Option for Rural Communities.
80p. 1mf. L1 ED 286 631

Seattle-King County Dept. of Public Health, Seattle, WA.
Child Day Care Health Handbook.
86p. 1mf. L1 ED 286 617
Day Care Infection Control Protocol.
91p. mf. L3 ED 286 650

Securities Industry Association, New York, NY.
Stock Market Game, an Educator's Guide. Elementary School Edition Grades 6-8 .
70p. 1mf. L2 ED 286 812

Social Science Education Consortium, Inc., Boulder, Colo.
Global Issues: Activities and Resources for the High School Teacher. Second Edition.
115p. 2mf. L1 ED 286 810

Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Age and Sex Differences in Choice of Consultant for Various Types of Problems.
40p. 1mf. L1 ED 286 639
Hawthorne Control Procedures in Educational Experiments: A Reconsideration of Their Use and Effectiveness.
18p. 1mf. L1 ED 286 926
Negotiation and Enactment in Social Pretend Play: Relations to Social Acceptance and Social Cognition.
24p. 1mf. L1 ED 286 630
Technological Innovation and Strategic Human Resource Management: Developing a Theory.
38p. 1mf. L1 ED 286 100

South Carolina State Dept. of Education, Columbia. Office of Research.
South Carolina Statewide Testing Program: 1986 Summary Report. Office of Research Report Series, Volume One, Number 88.
215p. 3mf. L1 ED 286 899

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
South Carolina Administrative Provisions for Vocational Education. Fiscal Year 1988.
108p. 2mf. L1 ED 286 073

Southern Education Foundation, Atlanta, Ga.
Education in a Changing South: New Policies, Patterns and Programs. Report on the Continuing Conference (Atlanta, Georgia, November 19-20, 1986). Current Themes in Rural and Urban Education.
39p. 1mf. L1 ED 286 967
School and College Competency Testing Programs: Perceptions and Effects on the Black Students in Louisiana and North Carolina.
322p. 4mf. L1 ED 286 960

Southern Illinois Univ., Carbondale.
Report of the Proceedings of the Conference on the Future World of Work (St. Louis, Missouri, October 12, 1984).
92p. 1mf. L1 ED 285 984

Southern Oregon State Coll., Ashland.
Collective Bargaining Agreement between Association of Professors, Southern Oregon State College, and Southern Oregon State College, November 27, 1985-June 30, 1987.
36p. 1mf. L2 ED 286 450

Spring Inst. for International Studies, Wheat Ridge, CO.
MELT Bibliography. Materials Correlated with the Core Curriculum Competencies of the Mainstream English Language Training Project, Office of Refugee Resettlement.
293p. 4mf. L1 ED 286 074

SRA Technologies, Inc., Arlington, VA.
Description of Immersion Strategy Programs in the United States.
102p. 2mf. L1 ED 286 352

State Univ. of New York, Albany.
Medicine Handbook.
86p. 1mf. L1 ED 286 418
Opportunities at Independent Colleges and Universities in New York State through the Higher Education Opportunity Program = Oportunidades en los colegios y universidades independientes en el Estado de Nueva York a traves de los programas de oportunidad en educacion.
25p. 1mf. L1 ED 286 416

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
Non-Credit Instructional Activities July 1, 1986 through December 31, 1986 with Trend Information from 1983. State University of New York. Office of Institutional Research Report No. 20-87A.
440p. 5mf. L1 ED 286 412

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
Caring for Young Children: Teen Notebook.
76p. 1mf. L2 ED 286 642
Caring: A Guide for 4-H Leaders and 4-H Club Members in 4-H Community Development Projects.
101p. 2mf. L2 ED 286 641
Child Care Notebook. Revised.
78p. 1mf. L2 ED 286 644
Working with Single-Parent Families: A Manual for Conducting Workshops with Single Parents. A Facilitator's Guide.
293p. 4mf. L2 ED 286 616

TAFE National Centre for Research and Development, Payneham (Australia).
Attrition of Part-Time TAFE Certificate Students.
244p. 3mf. L1 ED 286 055
Computer Assisted Learning in Basic Adult Education. Commissioned Research.
14p. 1mf. L1 ED 286 062
Continuing Education Needs of Academic Staff. Full-Time TAFE College Lecturers.
88p. 1mf. L1 ED 286 061
Continuing Education Needs of Academic Staff: Senior College Staff in TAFE.
91p. 1mf. L1 ED 286 057
Delivery of TAFE Services to People in Remote Areas--A Case Study with Generalisations.
200p. 3mf. L1 ED 286 058
Educational Accountability and the Need for Comprehensive Evaluation in TAFE.
88p. 1mf. L1 ED 286 053
Occupational Clusters of the Engineering Technical Workforce: Summary Report.
27p. 1mf. L1 ED 286 059
Research and Development Digest--2. A Summary of Published Research by the Centre for the Period 1 July, 1986 - 30 June, 1987.
66p. 1mf. L1 ED 286 054
Selection for the Trades.
89p. 1mf. L1 ED 286 060
Teaching in a TAFE College.
259p. 3mf. L1 ED 286 056

Teagle Foundation, New York, NY.
Towards a National Policy for Undergraduate Science Education: With the Recommendations of the National Higher Education Associations' Task Force. ACE Special Report.
30p. 1mf. L1 ED 286 384

Testing for the Public, Berkeley, CA.
GMAT Exposed: Tricks from 20 GMATs. 2nd Edition.
111p. 2mf. L1 ED 286 919
LSAT Exposed: Tricks from 12 LSATs. Second Edition.
137p. 2mf. L1 ED 286 918

Texas A and M Univ., College Station. Dept. of Agricultural Economics.
Measuring Computer Literacy in Colleges of Agriculture: Results, Conclusions and Implications.
30p. 1mf. L1 ED 286 474

Texas Coll. and Univ. System, Austin. Coordinating Board.
Utilization of New Technologies to Improve Instruction for Limited English Proficient Adults.
143p. 2mf. L1 ED 285 977

Texas Crime Victim Clearinghouse, Austin.
Handbook on the Implementation of Anti-Victimization Programs for School Children.
117p. 2mf. L1 ED 286 621

Texas Education Agency, Austin.
Distance Learning Proposal.
13p. 1mf. L1 ED 286 469

Texas Governor's Special Subcommittee on Child Abuse Prevention, Austin.
Handbook on the Implementation of Anti-Victimization Programs for School Children.
117p. 2mf. L1 ED 286 621

Texas State Dept. of Human Services, Austin.
Applying Automation to Investigations of Child Abuse. Impact Evaluation Report on the Case Decision Project (September 1, 1984, to August 31, 1986).
225p. 3mf. L1 ED 286 592

Thomas Nelson Community Coll., Hampton, Va.
Microcomputer Hardware and Software Directory: Guidance and Counseling Services in Virginia.
120p. 2mf. L1 ED 286 101

U.S.-Japan Education Group, San Francisco, CA.
Schooling a More Productive Workforce: What Can We Learn from the Japanese?
20p. 1mf. L1 ED 286 774

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
Archival Appraisal of Sound Recordings and Related Materials: A RAMP Study with Guidelines.
98p. 2mf. L2 ED 286 538
Modular Curriculum in Information Studies.
97p. 2mf. L2 ED 286 512
Processing of Architects' Records. A Case-Study: France.
83p. 1mf. L2 ED 286 528

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
Innovation in Primary School Construction: Maldives Community Schools. Educational Building Report 12.
74p. 1mf. L2 ED 286 664

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
Experts' Consultation on the Application of the International Standard Classification of Education to Programmes of Education at the Third Level in Countries of the Europe Region (Bucharest, Romania, May 11-13, 1987).
17p. 1mf. L1 ED 286 406

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Making the Connection. The Adult Education Movement and the 4th Unesco Conference.
38p. 1mf. L2 ED 286 008

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
International Comprehension of Environmental Problems, Education and Training.
9p. 1mf. L1 ED 286 713

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Intergovernmental Oceanographic Commission.
Intergovernmental Oceanographic Commission. Reports of Governing and Major Subsidiary Bodies. Fourteenth Session of the Assembly (Paris, 17 March-1 April 1987).
201p. 3mf. L2 ED 286 747

United Nations Environment Programme, Nairobi (Kenya).
State of the Environment: Environment and Health 1986. United Nations Environment Programme.
99p. 2mf. L1 ED 286 711
State of the World Environment, 1987. United Nations Environment Programme.
88p. 1mf. L1 ED 286 712
United Nations Environment Programme. Annual Report of the Executive Director, 1985.
264p. 3mf. L1 ED 286 710

United Univ. Professions, Albany, NY.
Agreement between The State of New York and United University Professions, 1985-1988.
158p. 2mf. L2 ED 286 445

Universal Esperanto Association, Rotterdam (Netherlands).
Language Problem in Science and the Role of the International Language Esperanto. Esperanto Documents 38 A.
14p. 1mf. L1 ED 286 370

University Council for Educational Administration, Tempe, AZ.
Leaders for America's Schools. The Report of the National Commission on Excellence in Educational Administration.
65p. 1mf. L1 ED 286 265

University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.
Black History: African Heritage, American Heritage.
66p. 1mf. L2 ED 286 803
Celebrating the Constitution: An Instructional Unit for Elementary Grades.
99p. 2mf. L2 ED 286 802
China: A Teaching Unit for Primary Grades.
95p. 1mf. L2 ED 286 804
Elections: An Instructional Unit for Elementary Grades.
120p. 2mf. L2 ED 286 800

University of South Florida, Tampa. Dept. of Physical Education.
I'M SPECIAL Network. Final Report. National Dissemination Model for the I'M SPECIAL Program of Physical Education for the Handicapped, 1983-1986.
187p. 2mf. L1 ED 286 333

University of Southern California, Los Angeles.
Workplace Literacy. Essays from the Model Literacy Project.
374p. 4mf. L1 ED 286 068

University of Southern California, Los Angeles. Dept. of Higher and Postsecondary Education.
Bassett to Kemp: Academic Freedom Today. The Eighth Earl V. Pullias Lecture in Higher and Postsecondary Education, 1986.
26p. 1mf. L1 ED 286 389

University of the Orange Free State, Bloemfontein (South Africa).
Extension Education Impacts of Farming Systems Research in Lesotho.
363p. 4mf. L2 ED 285 975
Non-Formal Education in the Developing States in the South African Context. Part II. Non-Formal Education in Ciskei.
58p. 1mf. L2 ED 285 976

Utah Library Association, Salt Lake City. Government Documents Round Table.
Proceedings of the Symposium on Public Access to Federal Government Information (Salt Lake City, Utah, February 7, 1986).
83p. 1mf. L1 ED 286 516

Utah State Board of Higher Education, Salt Lake City.
Focus: A Forum on Teaching and Learning in Utah Community Colleges, Volume VI.
38p. 1mf. L1 ED 286 544

Utah State Univ., Logan. Cooperative Extension Service.
Coping with Conflicts: Leader's Guide.
104p. 2mf. L1 ED 286 096
Coping with Conflicts: Participant's Workbook.
57p. 1mf. L1 ED 286 097

Utah Univ., Salt Lake City. Hinckley Inst. of Politics.
Proceedings of the Symposium on Public Access to Federal Government Information (Salt Lake City, Utah, February 7, 1986).
83p. 1mf. L1 ED 286 516

Valencia Community Coll., Orlando, Fla.
Nontraditional Options in Training for Employment. Final Report from July 1, 1986 to June 30, 1987.
32p. 1mf. L1 ED 285 999

Victoria Education Dept. (Australia).
School Organization and the Quality of Schooling: A Study of Victorian Government Secondary Schools. ACER Research Monograph No. 29.
179p. 2mf. L1 ED 286 263

Victoria Univ. of Wellington (New Zealand).
Closing the Loop--Improving Energy Management in Schools. Energy Research Group Report.
117p. 2mf. L1 ED 286 274

Virginia Polytechnic Inst. and State Univ., Blacksburg. Coll. of Education.
Beginning Teacher's Handbook.
191p. 2mf. L1 ED 286 852

Virginia State Dept. of Education, Richmond.
Beginning Teacher Assistance Program. Questions and Answers about the Assessment and Assistance Components.
24p. 1mf. L1 ED 286 851
Beginning Teacher's Handbook.
191p. 2mf. L1 ED 286 852
Microcomputer Hardware and Software Directory: Guidance and Counseling Services in Virginia.
120p. 2mf. L1 ED 286 101

Washington Business Group on Health, Washington, DC.
Cancer Prevention Programs in the Workplace. WBGH Worksite Wellness Series.
68p. 1mf. L2 ED 286 009
Developing Healthy Companies through Human Resources Management. WBGH Worksite Wellness Series.
66p. 1mf. L2 ED 286 012
Employees as Leaders/Decision-Makers in Worksite Wellness Programs. WBGH Worksite Wellness Series.
62p. 1mf. L2 ED 286 011
Health Promotion and the Labor Union Movement. WBGH Worksite Wellness Series.
34p. 1mf. L2 ED 286 022
Nutrition Programs in the Workplace. WBGH Worksite Wellness Series.
42p. 1mf. L2 ED 286 014
Physical Fitness Programs in the Workplace. WBGH Worksite Wellness Series.
55p. 1mf. L2 ED 286 016
Preventing Alcohol and Drug Abuse through Programs at the Workplace. WBGH Worksite Wellness Series.
53p. 1mf. L2 ED 286 010
Promoting Prenatal Health in the Workplace. WBGH Worksite Wellness Series.
41p. 1mf. L2 ED 286 017
Reducing Smoking at the Workplace. WBGH Worksite Wellness Series.
37p. 1mf. L2 ED 286 020
Safety Belt Programs at the Workplace. WBGH Worksite Wellness Series.
54p. 1mf. L2 ED 286 018
Stress Management in the Workplace. WBGH Worksite Wellness Series.
38p. 1mf. L2 ED 286 021
Using Incentives To Promote Employee Health. WBGH Worksite Wellness Series.
44p. 1mf. L2 ED 286 013
Wellness for Older Workers and Retirees. WBGH Worksite Wellness Series.
70p. 1mf. L2 ED 286 015
Wellness in Small Businesses. WBGH Worksite Wellness Series.
21p. 1mf. L2 ED 286 019

Washington State Univ., Pullman. Coll. of Agriculture Research Center.
Social and Economic Significance of Human Migration in the Western Region. Bulletin 859.
36p. 1mf. L1 ED 286 669

Wayne State Univ., Detroit, Mich.
Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors, August 1, 1986-July 31, 1988.
129p. 2mf. L1 ED 286 440

Weingart Foundation, Los Angeles, CA.
Origins and Outcomes: An Essay on the History of Student Aid in California. The Eureka Project: A Review of Student Financial Aid in California.
48p. 1mf. L1 ED 286 396

Wellesley Coll., Mass. Center for Research on Women.
Practice of Feminist Teaching: A Case Study of Interactions among Curriculum, Pedagogy, and Female Cognitive Development. Working Paper No. 144.
69p. 1mf. L2 ED 286 880

Wentworth Inst. of Technology, Boston, MA.
Wentworth Institute of Technology Factbook. Issue #7.
80p. 1mf. L1 ED 286 545

Western Oregon State Coll., Monmouth.
Agreement between Western Oregon State College Federation of Teachers and Western Oregon State College, July 1, 1985-June 30, 1987.
33p. 1mf. L1 ED 286 451

Western Washington Univ., Bellingham.
Asian American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
50p. 1mf. L2 ED 286 971
Black American Experience: A Special Report. Project R.E.A.C.H. Ethnic Perspectives Series.
40p. 1mf. L2 ED 286 972

Wisconsin Center for Education Research, Madison.
Meeting the Challenge: Computers and Higher Order Thinking. A Research Agenda. Program Report 86-15. Report of a Research Conference Held at the National Academy of Sciences (Washington, DC, October 31-November 1, 1985).
27p. 1mf. L1 ED 286 467

Wisconsin State Dept. of Public Instruction, Madison.
School Library Media Programs: A Resource and Planning Guide. Bulletin No. 7368.
89p. 1mf. L1 ED 286 529

Wisconsin State Legislative Council, Madison.
Aid to Families with Dependent Children Program in Wisconsin: Staff Brief 86-15.
47p. 1mf. L1 ED 286 975

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
Discovery '84: Technology for Disabled Persons. Conference Papers (Chicago, Illinois, October 1-3, 1984).
264p. 3mf. L1 ED 286 315

Wisconsin Univ., Madison. Center for Demography and Ecology.
Creating a Database for Demographic Research: A Case Study.
14p. 1mf. L1 ED 286 908

Wisconsin Univ., Madison. School of Family Resources and Consumer Sciences.
Dependencies between Teacher-Child and Child-Child Contingent Verbal Behaviors in Two Preschool Programs.
32p. 1mf. L1 ED 286 661

Women's Bureau (DOL), Washington, D.C.
Employment-Focused Programs for Adolescent Mothers.
55p. 1mf. L1 ED 286 118

Women's Educational Equity Act Program (ED), Washington, DC.
Reaching Math Potential.
178p. 2mf. L1 ED 286 709

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Nursing Care. Summary of a European Study. A Study of People's Needs for Nursing Care and of the Planning, Implementation and Evaluation of Care Provided by Nurses in Two Selected Groups of People in the European Region.
84p. 1mf. L2 ED 286 034

Wyoming State Dept. of Education, Cheyenne.
Children at Risk: Roadblocks to Achieving Potential. Eliminating the Barriers.
26p. 1mf. L1 ED 286 981

Xavier Univ. of Louisiana, New Orleans.
Predictors of Organic Chemistry Grades for Black Americans.
21p. 1mf. L1 ED 286 974

Yale Univ., New Haven, Conn. Child Study Center.
Psychosocial and Academic Effects of an Intervention Program among Minority School Children.
20p. 1mf. L1 ED 286 946

Yeshiva of Flatbush, Brooklyn, NY. Joel Braverman High School.
Philosophy and Objectives: Course of Study.
24p. 1mf. L1 ED 286 779

Youngstown State Univ., Ohio.
Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association, 1986-1989.
66p. 1mf. L1 ED 286 447